

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
READING TO THE FIRST SEMESTER OF GRADE VIII STUDENTS
AT SMP NEGERI 2 DEPOK**

**Presented as Partial Fulfillment of the Requirements
for the Attainment of the *Sarjana Pendidikan* Degree
in English Language Education**



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Penulis



Destiyani Sri Wijaya

MOTTOS

“The secret in education lies in respecting the student.”

(Ralph Waldo Emerson)

“To give your best is to receive the best.”

(Raymond Holliwell)

“Many of life’s failures are people who did not realize how close they were to success
when they gave up.”

(Thomas Edison)

“All our dreams can come true if we have the courage to pursue them.”

(Walt Disney)

DEDICATIONS

This thesis is dedicated to my beloved parents. Thank you for your endless love, support and encouragement. I do really love you.

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Yogyakarta, January, 2013

The Writer

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LIST OF ABBREVIATIONS

- R : Researcher
S1 : Student (Respondent) 1
S2 : Student (Respondent) 2

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
READING TO THE FIRST SEMESTER OF GRADE VIII STUDENTS
AT SMP NEGERI 2 DEPOK**

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ABSTRACT

This study is aimed to develop appropriate interactive multimedia for teaching reading to the first semester of grade VIII students at SMP Negeri 2 Depok.

This study was Research and Development (R & D). It was conducted at SMP Negeri 2 Depok. The data were collected through questionnaires and interview. There were two questionnaires used in this study, i.e. needs analysis questionnaire and try-out questionnaire. The data from the questionnaires were analyzed quantitatively. Meanwhile, the data from the interview were analyzed qualitatively. The research procedure was adapted from the design proposed by Lee and Owens (2004). The steps were Analysis, Design, Development, Evaluation, and Implementation.

This study developed three units which covered reading materials for the grade VIII students in the first semester. The first unit was entitled '*We have an event!*' which discussed short functional texts in the forms of invitation and announcement. The second unit was entitled '*What does he/she look like?*' which discussed describing people's physical appearance. The third unit was entitled '*We had a great time!*' which discussed vacation experiences. The findings show that the appropriate interactive multimedia has some components namely *Title Page*, *Home Page*, and *Menu Page*. The *Title Page* gives information related to the title of the interactive multimedia. The *Home Page* has five menus. The first is *User Guide* which provides information related to the navigation system. The second menu is *Topics* which provides reading materials which are divided into three units. The third menu is *Semester Review* which provides evaluation questions covering the materials in the three units. The fourth is *About the Author* which provides information about the author of the interactive multimedia. The last is *References* which provides a list of materials sources. The *Menu Page* has four menus. The first is *Achievement Indicators* which provides the learning objectives of the unit. The second is *Materials* which provides the reading materials. The third is *Evaluation* which provides evaluation questions covering materials in the unit. The fourth is *Vocabulary List* which presents a list of vocabulary found in the materials. The product is considered appropriate as indicated by the means of the data from the try-out which range from 3.94 to 4.42. The developed interactive multimedia can be used by English teachers to facilitate the process of teaching reading. Besides, it can also be used by students as a learning multimedia which can be used at schools and homes.

CHAPTER I

INTRODUCTION

A. Background of the Study

Globalization has become a reason which makes some changes in human life. It changes the ways human beings live, which changes the traditional way of life into the modern way of life. Globalization requires us to coexist with technology as supporting facilities in our life. The use of Information and Communication Technology (ICT) is becoming important for human life in order to facilitate their daily life activities.

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

The ICT facilities aim to provide the best educational facilities to prepare young people to play full roles in modern society. Nowadays, most schools provide supporting facilities such as ICT facilities to support the teaching and learning process at schools, including SMP Negeri 2 Depok which provides ICT facilities to facilitate the teaching and learning process. These play very important roles in the teaching and learning process of all subjects, including the process of English teaching and learning.

There are four English skills which should be mastered by the students, they are: listening, speaking, reading, and writing skills. The four skills are important, but some experts agree that reading is the most important one. As stated by Yun and Ping (2007: 14), reading is the most important one of the four basic skills. Reading is also believed as an important part of the four language skills in order to acquire knowledge and gather information for the learning English as a Second Language or as a Foreign Language (ESL/ EFL) for academic success and professional development (Wei in Aegpongpaow, 2008: 2).

Most students at SMP Negeri 2 Depok still have difficulty in reading so that it becomes a serious problem because reading is believed as the most important basic skill which can help the students to comprehend English texts. Therefore, reading should be taught effectively in order to reach the goal of reading itself.

English is one of some important subjects which are evaluated in the Nationwide Final Examination. Realizing the importance of mastering English, students of SMP Negeri 2 Depok have to study hard because English is not their daily language. Because of the reasons, the process of English teaching and learning at SMP Negeri 2 Depok has to be designed as interesting as possible to help the students to understand English well.

In SMP Negeri 2 Depok, there are some computer laboratories and a language laboratory in which students can use the equipment to help them learn English. It is one of some ICT facilities which can be used to support the process of English teaching and learning at SMP Negeri 2 Depok. Those supporting facilities are expected to help the teachers to conduct the process of English teaching and learning by providing some learning media which can attract the students' attention in joining the English lesson. However, the facility has not been used optimally because the language laboratory is not supported by some interactive English learning media which can facilitate the process of English teaching and learning at SMP Negeri 2 Depok. The availability of interactive English learning media becomes very important to the process of English teaching and learning, especially for reading, because there should be supporting media which can attract the students' attention.

It is very regrettable that the facility is available and the competence in operating computer of the students is good, but there are no supporting learning media which will help the students to improve their English competence. In fact, learning materials provided in the field are only textbooks and also worksheets which do not attract the students' attention. The existence of interactive English learning multimedia will be very useful to solve the problems which have been discussed before. When the interactive multimedia is available, the language laboratory will be used more optimally in order to make the process of English teaching and learning at SMP Negeri 2 Depok more interesting.

B. Identification of the Problems

Some problems are found in the process of English teaching and learning at SMP Negeri 2 Depok. There are some problems related to the needs of developing interactive multimedia for the first semester of grade VIII students at SMP Negeri 2 Depok to facilitate the process of English teaching and learning.

Like most common schools, SMP Negeri 2 Depok provides some English learning materials which are used to facilitate the process of English teaching and learning in class. English textbook is used as a supporting material which provides exercises and also examples related to the topics discussed. However, the materials provided are not interactive enough so that they cannot attract the students' interest. The other English learning material used in SMP Negeri 2 Depok is student worksheet. There are a lot of weaknesses found in the worksheet. Physically, most worksheets distributed in schools are not interesting because most of them are printed on dull paper without any colourful pictures. Moreover, the materials provided in the worksheet are not designed interactively.

For those reasons explained before, it is necessary to facilitate the students with interactive multimedia which will make the process of English teaching and learning more interesting. The English teacher provides listening and speaking media which are usually used by the teacher to teach listening and speaking. Some English interactive multimedia are still needed, such as interactive multimedia to teach reading and writing at SMP Negeri 2 Depok, especially for the first semester of grade VIII students.

C. Limitation of the Problems

Based on the identification of the problems above, there are some English interactive multimedia needed to facilitate the process of English teaching and learning for grade VIII students at SMP Negeri 2 Depok. It will be very useful to develop interactive multimedia to make the process of English teaching and learning more interesting. When the teaching and learning process is interesting, the students will be more enthusiastic to join the English class.

However, because of the limitation of the time and knowledge of the researcher, this research will focus on developing media using Macromedia Flash, especially interactive multimedia for teaching reading to the first semester of grade VIII students at SMP Negeri 2 Depok.

Macromedia Flash is used in developing the media because the software has some advantages related to the quality of the pictures and the flexibility of the usage. In addition, the features of Flash can enhance the creativity in creating the learning media by utilizing the capabilities of the application maximally. The interactive multimedia will be designed to cover reading materials of the first semester of grade VIII students. It provides reading materials which are designed interestingly with some pictures and animations.

This study is expected to develop an interesting English learning multimedia which can create a different atmosphere to the process of English teaching and learning which will run more interestingly as an effort to improve the students English competence, especially the reading competence.

D. Formulation of the Problems

Based on the limitation of the problems above, it can be formulated as follows:

1. What are the target needs of the first semester of grade VIII students at SMP Negeri 2 Depok in learning reading using interactive multimedia?
2. What are the learning needs of the first semester of grade VIII students at SMP Negeri 2 Depok in learning reading using interactive multimedia?
3. What are the appropriate English interactive multimedia for the first semester of grade VIII students at SMP Negeri 2 Depok in learning reading?

E. Objectives of the Study

This research aims to develop an appropriate English interactive multimedia for teaching reading to the first semester of grade VIII students at SMP Negeri 2 Depok. In order to develop an appropriate interactive multimedia, it is needed to know the target needs and the learning needs of the students. So, this research also aims to find out the target needs and also the learning needs of the first semester of grade VIII students at SMP Negeri 2 Depok in learning reading using interactive multimedia.

F. Significances of the Study

The result of this research is expected to provide benefits as follows:

1. The English Education Department

The result of this study is expected to be used as a reference related to a research and development study.

2. The English teachers of junior high school

The product of the interactive multimedia can be used as a medium for teaching reading to the first semester of grade VIII students. It will help the English teachers of junior high school in providing interesting media which can keep the students attention and interest.

3. The Grade VIII students

The product can be used to help the students in learning English more interestingly with a lot of explanations and exercises there. By using the interactive multimedia, the students will learn easily because they can use it everytime.

CHAPTER II

LITERATURE REVIEW

A detailed discussion on some theories underlying the study is presented in this chapter. This chapter reviews some theories relevant to this study which is mainly at developing interactive multimedia for teaching reading to the first semester of grade VIII students at SMP Negeri 2 Depok. The discussion are divided into three sections: literature review, relevant research study, and conceptual framework. The first section elaborates some theories which serve as a foundation for this study. The second section provides a relevant reasearch study while the third section discusses the conceptual framework of this study.

A. Literature Review

1. English for the Junior High School

English in Junior High School is targeted to prepare the students with communicative skills in daily life so that they will be able to communicate both oral and written in the functional literacy level. The English teaching in Junior High School has three main purposes. As stated before, English lesson develops their communicative competence in the forms of spoken and written to reach the functional literacy level. Besides, it is expected to make the students aware of the importance of English based on the global demand. Moreover, it can explore their understanding of the correlation between langauges and cultures.

Since the implementation of School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, schools have authority to develop the curriculum based on their needs and the characteristics of those schools. However,

in developing the curriculum, the schools have to pay attention to the benchmark in order to achieve the national aims of the teaching of Junior High School.

One of the benchmarks that has to be considered in developing the curriculum is content standard. In content standard, there are standard of competence and Basic Competence. Table 1 presents the Standard of Competence and Basic Competence of reading skill for the first semester of grade VIII in Junior High School.

Table 1: The Standard of Competence and the Basic Competence of the Reading Skill for the First Semester of Grade VIII in Junior High School

| Standard of Competence | Basic Competence |
|---|---|
| Reading | |
| Understanding meaning of written functional text and simple short essay in the forms of <i>descriptive</i> and <i>recount</i> which are related to the surrounding. | <p>Reading aloud of simple short written functional text and essay in the forms of <i>descriptive</i> and <i>recount</i> with acceptable pronunciation, stress and intonation which are related to the surrounding.</p> <p>Responding to meaning of simple short written functional text accurately, fluently and acceptably which is related to the surrounding.</p> <p>Responding to meaning and generic structure of simple short essay accurately, fluently and acceptably which is related to the surrounding in the forms of <i>descriptive</i> and <i>recount</i> texts.</p> |

Teaching English to teens is different from teaching children or adults. According to Brown (2001: 92), teaching English needs some considerations as follows:

1) Intellectual capacity

In the age of twelve, some sophisticated intellectual processing increase.

Therefore, the teenagers can solve complex problems with logical thinking.

2) Attention spans

The attention spans of teenagers are longer than those of children. It is because many diversions in a teenager's life.

3) Varieties of sensory input

Varieties of sensory input are important. Therefore, the teachers should design some activities which are interesting to all five senses.

4) Factors surrounding ego, self-image, and self-esteem.

Teenagers are ultra-sensitive to how others believe their changing physical and emotional selves along with their mental capabilities. The teacher must try to keep students' self-esteem by avoiding embarrassment of students, affirming each student's talents and strengths, allowing students' mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work when risks can be taken more easily by a teen.

5) Secondary school

Students are becoming increasingly adultlike in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar or vocabulary item. However, care must be taken not to insult them with stilted language or to bore them with overanalysis.

Those are some special set of considerations which should be taken into account in teaching to teens. They absolutely have different attitudes than adults where they are in the age of transition, confusion, growing, and changing minds.

2. The Nature of Reading

Reading is believed as the most important skill of the four skills in a second language, particularly in English as a second or foreign language. Most people say that reading is a passive process to gather information from texts. However, reading is not a passive process. Grellet (1981: 8) states that reading is an active skill which constantly involves guessing and predicting meaning. Nuttall (1996: 3) states that reading not only concerns with meaning, but also excludes any interpretation of the word reading in which meaning is not central. We shall explore how we get meaning by reading, and how the reader, the writer and the text each contributes to the process. Wallace (1992: 4) states that reading as interpreting means reacting to a written text as a piece of communication. In addition, Johnson (2008: 3) defines that reading is a constantly developing skill which provides the practice of using text to create meaning. It integrates visual and nonvisual information.

Based on varied opinions about the reading definition above, it can be summarized that reading is not a passive process, but rather an active which involves process of interpreting and gathering information to get important and meaningful information.

a. Definition of Reading Comprehension

Ruddle (2005: 30) states that reading is an interaction between the writer and the reader by using text which expands the reader's knowledge to make sense of print. It means that the writers share their ideas through written symbols, then the readers gather information transferred by the writers from their writings.

Birch (2002: 7) explains that

“Reading process is actually an expert decision-making system, a highly sophisticated computing system that allows good readers to make split-second decision about what they are reading in such an effortless and unconscious way that they do not realize they are doing anything.”

Different readers will have different interpretations in understanding a text because each reader has different background knowledge. The readers are free to interpret what they have read so that there will be different interpretations though they read the same text. Therefore, there is no wrong interpretation. In interpreting a text, the readers need to find out the suitable interpretation which relates their background knowledge and also the writer’s background knowledge.

Reading comprehension can be defined as the ability to comprehend texts using the reader’s prior knowledge. Richards and Schmidt (2002: 99) state that comprehension is an active process composing both on information gained in the message as well as background knowledge. In addition, Mikulecky (2007: 74) states that comprehension is making sense of what you read and connecting the content of the text to existing knowledge. Comprehending means thinking while you read. The more the readers have knowledge of the topic being discussed, the more comprehensive reading they get.

Lems, et al. (2010: 170) state that reading comprehension is the ability construct meaning from a written text. Reading comprehension helps the readers to construct meaning which can help them to get the main idea from the written texts more easily.

Brown (2001: 307) proposes some microskills for reading comprehension. He classifies the micro-skills into fourteen microskills. Some microskills are mentioned as follows:

1. Recognizing a core of words, and interpret word order patterns and their significance.
2. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
3. Inferring context that is not explicit by using background knowledge.
4. Inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguishing between literal and implied meanings.
6. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the explanation above, it can be concluded that reading comprehension is a process where the readers use their linguistics and schemata knowledge and link it with the text. In order to read comprehensively, readers need to consider those microskills explained above.

b. The Process of Reading Comprehension

According to Nuttall (1996: 16-17), there are some ways of processing a text.

1) The top-down approach

To understand the text, we can draw our own intelligence and experience with predictions we can make based on the schemata we have required. This kind of processing is used when we interpret assumptions and draw inferences. We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at the next step.

2) The bottom-up approach

In this process, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. We can make conscious use of it when an initial reading leaves us confused. It can be used as a corrective to 'tunnel vision' (seeing things only from our own limited point of view).

3) The interaction of top-down and bottom-up processing.

This process has become known as interactive reading. In this process, the readers adopt a top-down approach to predict the probable meaning, then move to the bottom-up approach to check whether that is really what the writer says. Both approaches can be mobilized by conscious choice, and both are important strategies for readers.

In conclusion, there are three types of reading process, they are top-down approach, bottom-up approach, and interaction of top-down and bottom-up processing. Top-down approach lets the students use their background knowledge to construct meanings from texts. Then, bottom-up approach deals more with linguistics signals than the meaning of the text. The interaction processing is the use of the two approaches, top-down and bottom-up, to get the writer's idea. However, reading comprehension can also be done through scanning and skimming. Scanning is finding specific information while skimming is finding the main idea of the text. Those processes which will influence reading comprehension.

c. Strategies of Reading Comprehension

In the process of reading, the readers should have their own appropriate strategies in order to help them in comprehending texts they read. Brown (2001: 306-307) proposes ten strategies for reading comprehension as follows:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Those strategies mentioned above are very important to be considered in reading a text comprehensively. By implementing the strategies of reading comprehension, readers will find it easier to comprehend texts.

d. The Teaching of Reading

Teaching is a process transferring knowledge from teachers to the students consciously, so that the students will get more knowledge and also new information. The teaching reading is a process transferring skills for the language students in which the goal is to make the students able to read and get the ideas or understand any written texts.

In teaching reading, the teacher is expected to give opportunities for the students to read texts which are interesting for them. It is aimed to attract the students to get used with reading so that they will have their best strategies to read. Moreover, they will find it easier to read a text comprehensively. In order to help the students in understanding a text, the teacher can ask the students to read the text silently and right after that can discuss the text with their partners. However, reading aloud is also needed for the students. This is stated by Campbell (1989) in Richards and Renandya (2002: 297) that having students read silently and aloud will send a strong message that the reading signifies for the teachers and that the students.

In providing materials, teacher should consider materials which are interesting for the students. It is believed that they will gather the information from the text better. Besides, the teacher is expected to provide them with extra comprehensible materials. Krashen (1985) in Brown (2001: 76) gives a formula "i+1" which presents possibility of being resolved that the students will go after resolution. It means that a language acquirer who is at "level i" must receive comprehensible input that is at "level i+1." The formula makes the students

understanding language that contains structure that is a little beyond where they are now. It is expected to raise the students' motivation in learning by having one more level higher than before to get the students curiosity in finding the resolution of the materials.

The teacher should create a lot of interesting reading activities which can raise the students' motivation in learning. Highly motivated students usually have better achievement than lower motivated students. To keep them in high motivation, the teacher should be able to organize the teaching and learning processes well. By adding materials which are one level more higher, the students will have high enthusiasm in joining the lesson. Moreover, an interactive way of teaching reading will contribute positive effects on the students' comprehension.

3. Interactive Multimedia

a. Definition of Interactive Multimedia

There are so many definitions of interactive multimedia stated by experts from different points of view. According to Deliyannis (2012: 5), when the term interactive multimedia is used in fields such as art or education, it implies the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability. England and Finney (2011: 2) state that interactive multimedia is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerised environment that allows people to interact with the data for appropriate purposes. Smaldino, Lowther, and Russel (2007: 332) state that interactive multimedia is sequential or simultaneous use of the variety of

media formats in a given presentation or self study program. In addition, Vaughn (1993) in Mohler (2001: 294) states that interactive multimedia is classified as any combination of text, graphics, sound, animation, and video delivered and controlled by the computer. Extending this definition, interactive multimedia is defined as non-linear multimedia, that is, any tool that gives control to the user rather than the computer (Mohler, 2001). Moreover, Newby (1999) also proposes that multimedia can be defined as the notion of a system that has various media such as text, graphic, video and audio. When they are integrated together to be one under computer control, it is called interactive multimedia.

From some points of view above, interactive multimedia can be defined as the combination of various media into single delivery system under computer in which the user can control when and what elements deliver for the purpose of education. Additionally, it can also encourage students to do extra exercise outside the classroom and gain extra exposure to the language and improve their language ability.

b. The Role of Interactive Multimedia in Education

Interactive multimedia as a facility for language teaching and learning has some roles in education. According to Levy (1997: 83), interactive multimedia has three roles in education, namely as a tutor, as a tool, and as a tutee. They are elaborated as follows:

1. Interactive multimedia as a tutor

Interactive multimedia as a tutor means that interactive multimedia is used to deliver the materials and also used to respond to the students' input by

doing evaluation. Wyatt (1984) in Levy (1997: 83) defines this function as an instructor that is related with the way computer conducted the lesson by tutorials, drills, and practice.

2. Interactive multimedia as a tool

The interactive multimedia is used as a medium of learning in term of presenting materials. It cannot evaluate the students' input. Wyatt (1984) in Levy (1997: 83) defines this function as facilitator without teacher's guidance.

3. Interactive multimedia as a tutee

The user should program the computer in such a way so that the computer understands what is expected by the user. In this term, interactive multimedia as a tutee, the computer can be either a tutor or a tool.

In this design, the roles of interactive multimedia are as tutor and tool underline the developing interactive multimedia for the teaching reading. The interactive multimedia as a tutor is the ability of program to present the reading materials and respond to the students' answer. The interactive multimedia as a tool provides materials to the students. Although, it can be used to assist the student's learning, teacher's presence is also important for the student to ensure the teaching-learning activities.

c. The Role of the Teacher for Implementing Interactive Multimedia

In the process of teaching-learning activities, teacher has some roles in implementing the interactive multimedia as a learning media. Chee and Wong

(2003: 34) explain that there are three major roles of a teacher in the learning.

They are as follows:

1. Teacher as presenter

A teacher normally acts as a presenter when he/she stands in front of the class presenting information, explaining concepts, giving instructions or demonstrating skills.

A good model for the teacher-directed mode of teaching is the Gagne's Nine Events of Instruction. Gagne (1985) in Chee and Wong (2003: 36) believes that we need to provide external interactions to help students internalise.

Gagne's Nine Events of Instruction is a framework for teacher presented mode of teaching. It has the following elements:

- a. Gain attention: Teachers should make the topic relevant to the students and try to relate it to the students' interest.
- b. Inform learner of objectives: Let the students know what they will be learning.
- c. Recall previously-learned materials: Get the students to recall what they have learnt before and to connect to the new information.
- d. Present material: Teach the topic, demonstrate, explain and illustrate with examples.
- e. Provide guidance: Help the students to achieve the learning objectives during the instruction.

- f. Elicit performance: Ask the learners to practise what they have been taught.
- g. Provide feedback: Inform the learners how they are progressing.
- h. Assess performance: Evaluate the knowledge or skills they have acquired.
- i. Enhance retention and transfer: Help the learners to remember and transfer their skills to other situations.

2. Teacher as facilitator

As a facilitator, the teacher facilitates the learning process of the students during a technology-based lesson, group work or even when individual students are working independently on the computer. The teacher's main role is not in disseminating information or knowledge. Instead, the teacher facilitates the learning process by helping the students learn. The teacher provides guidance, holds discussions, monitors the students' understanding, encourages them and helps them in their work whenever they have difficulties.

3. Teacher as designer

The third major role of a teacher is to design learning activities for student-centered learning. In this case, the teacher needs to understand educational principles in order to help him/her define learning outcomes, select appropriate materials and design and develop activities that will promote higher-order thinking.

Students-centred learning allows pupils to assume greater responsibility in learning and, if done well, will help to foster independent and life-long

learning. When designing their own IT-based materials, teachers should not be over-ambitious. Teachers are not professional instructional designers, and they usually have multiple tasks that demand their time, they should learn to narrow the scope of their projects.

Finally, in this design, the role of teacher in the real implementation of interactive multimedia is as facilitator in which a computer plays more essential part in the process of teaching learning activities. Here, the teacher is as facilitator who facilitates the learning process by helping the students learn.

d. The Advantages of Interactive Multimedia

Kenning and Kenning (1983) propose some advantages of interactive multimedia as the utilization of computer-based program. They are as follows:

1. Interactive multimedia offers privacy which relieves learners from the fear of being ridiculed for their mistakes by their classmates.
2. It is patient and will tirelessly go over the same points for as long as is necessary.
3. It gives individual attention to the learner at the console and replies to him.
4. It promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation, and encourages vigilance.
5. It can be a partner for the learner to play.
6. Interactive multimedia frequently has a beneficial affect on learner motivation.
7. Interactive multimedia offers the opportunity to make better use of teacher's tie and expertise.

Additionally, Wyatt (1984: 16-17) states several advantages of interactive multimedia, which are:

1. It can be programmed to respond appropriately. This means the computer will respond appropriately to the students' inputs whether is a correct or incorrect input.

2. Interactive multimedia can be programmed to be self-corrected study. Meaning to say that the students are able to take control on some or all features in the materials. They can select the appropriate levels, they can repeat the lessons as many as they want or they can adjust the speed of the material presentation.
3. Interactive multimedia program will only take action if the students give responses. This makes the students active and fully involved the materials.
4. Interactive multimedia can be programmed to adapt student's strength and weakness.

Those are some advantages of interactive multimedia proposed by some experts. It can be concluded that interactive multimedia is very important to be implemented in education field as a facility which will give positive effect to the process of teaching-learning activities, especially for the students. By using interactive multimedia, students will fully involved in the activity so that they will be more active. Besides, it can raise their motivation and also keep their attention.

e. The Elements of Interactive Multimedia

There are five elements of interactive multimedia proposed by Bitter and Legacy (2009: 345-351). They are as follows:

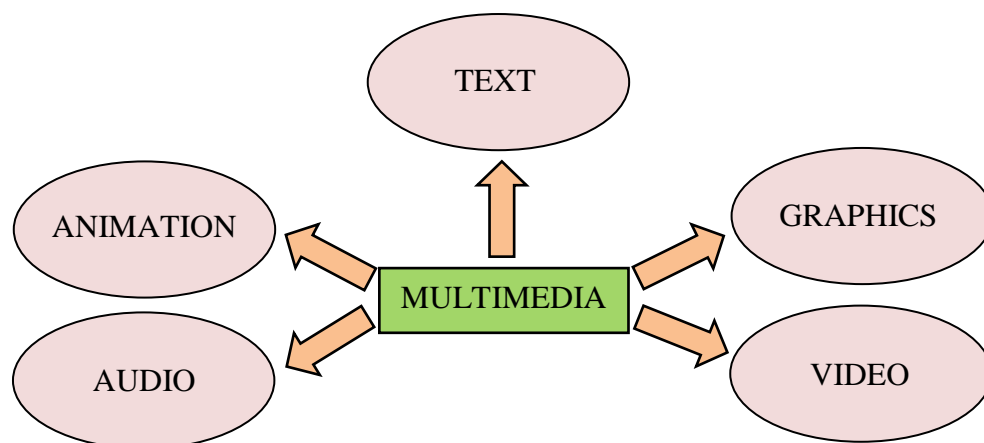


Figure 1: Multimedia Elements (Bitter and Legacy, 2009)

(1) Text

Text can include multimedia menus, navigation elements such as site maps and content.

The choices of font, style, and size are important considerations when selecting the appropriate lettering or text to be used. Chee and Wong (2003: 120-121) propose some guidelines to help teachers with this task are as follows:

- a. Lettering style (font type). This should be consistent and harmonise with the other elements of the visual. For instructional purposes, a *san serif* lettering style such as Arial, or a simple *serif* style like Times New Roman is recommended. Avoid using fanciful font styles which are difficult to read.
- b. Number of lettering styles. Keep this to no more than two in any static display or a series of related visuals, and make sure that the two font types harmonise with each other. If variations of a particular font (i.e., bold, italics, underline and different sizes) are to be used, keep it to a maximum of four variations.
- c. Use of capitals. Short headlines or titles of no more than six words may be written in all capitals (upper case). However, for anything longer than that, best legibility is achieved by using lower case lettering for all words, adding capitals only where normally required.

- d. Lettering colour. Contrast lettering with the background. It makes the words easy to see and read.
- e. Lettering size. Selecting a font size also depends on viewing distance. For individuals viewing a desktop monitor, use a font size of twelve or fourteen, but for younger children use a larger font size. To select the font size, it depends on the distance.

(2) Graphics

Graphics can include any visual component, even the artful representation of text. In a presentation, graphics should serve an instructional purpose rather than merely providing aesthetic decoration or clutter. A picture can show concepts that words can only hint at, illustrating relationships that might remain unclear with mere descriptions. Graphics can include drawings, paintings, graphs, and photographs.

(3) Video

Video segments can illustrate an event or a procedure so that learners feel as though they were actually there. In other words, it can show the real situation to learners so that they can have a better picture. With the help of some special equipment, videos can easily be inserted into multimedia presentations.

(4) Audio

From voice-overs to sound effects to background music, the addition of audio elements has the potential to create any learning atmosphere you or your students can imagine.

Furthermore, Aarntzen (1993) in Chee and Wong (2003: 129-131), audio can also be used to enhance learning. There are three major types of audio, namely music, narration, and sound effect. There are some uses of audio, they are as follows:

- a. draw the attention of the student,
- b. complement the visual material on the screen,
- c. support the student reading the text on the screen,
- d. minimize the amount of information that is required to present on the screen,
- e. announce some events, and
- f. motivate the student.

(5) Animation

Animation shows a series of slightly different still graphics in quick succession to give the impression of action and movement, similar to the idea of flipping the pages of a pad of paper quickly to see the sketched figures appear to move. Animation can illustrate something happening that video may not be able to ideally portray.

It can be summarized that there are five elements of interactive multimedia, they are: text, graphics, video, audio, and animation. They have some important rules which should be considered when creating an interactive learning multimedia in order to create a good and interesting interactive learning multimedia. Those elements of interactive multimedia will help teacher because they will be able to reach out more effectively to the visual and verbal learners.

f. Criteria of Quality Interactive Multimedia

Interactive multimedia will bring positive effects toward students' development. However, the developer should be critical in selecting and creating the software because they often do not know its quality and specification. Therefore, the evaluation of criteria and quality of interactive multimedia is a good solution. Stemler (1997) provides some guidelines for the design of various types of instructional multimedia. The main principles of multimedia are shown bellow.

Table 2: The Principles of Multimedia (Stemler, 1997)

| No. | Multimedia Features | Principles |
|-----|---------------------|--|
| 1. | Screen Design | <ul style="list-style-type: none"> – Focus on the learners' attention – Develop and maintain interest – Promote processing – Promote engagement between the learner and lesson content – Help learners to find and organize information |
| 2. | Interaction | <ul style="list-style-type: none"> – Provide opportunities for interaction – Chunk the content and build in question and summaries – Ask questions but avoid interrupting the instructional flow – Provide active explanation in the program rather than a linear sequence – Use rethorical questions to get students' thinking about contents and to stimulate curiosity |
| 3. | Feedback | <ul style="list-style-type: none"> – Keep feedback on the screen as the response – Provide feedback immadiately following a response – Provide feedback to verify correctness – Tailor feedback to the individual – Provide encouraging feedback – Allow students' to print feedback |
| 4. | Learner Control | <ul style="list-style-type: none"> – Provide selectable areas for users to access information – Allow users to access information in a user determined order |

| | | |
|----|----------------|---|
| | | <ul style="list-style-type: none"> – Provide maps so the students can find their locations – Provide feedback if there are to be time delays on accessing information – Arrange information so users are not overwhelmed by the quality of information – Provide visual effects and give visual feedback. |
| 5. | Colour | <ul style="list-style-type: none"> – Use colour sparingly and consistently with a maximum of 3 to 6 colours per screen – Use brightest colours for most important information – Use neutral colours for backgrounds and dark colours on a light background for text. – Avoid combining complementary colours – Use commonly accepted colours for particular actions (e.g. red for stop) – Avoid hot colours on the screen as they appear to pulsate |
| 6. | Graphic | <ul style="list-style-type: none"> – Graphics include photo and scanned pictures – Information is better understood and retained when supplemented with graphics – Icons and photos enhance menu screens – Use graphics to indicate choices (e.g. left or right arrows) – Avoid graphics for decoration or for effect |
| 7. | Animation | <ul style="list-style-type: none"> – Can be motivational and attention getting – Subtitle benefits by highlighting key information heightening interest and facilitating recall – Useful for explanations of dynamic process |
| 8. | Audio Elements | <ul style="list-style-type: none"> – Use audio when the message is short and audio rather than text for long passages – Do not let audio compete with text or video presentation – Tell students what is relevant and chunk the message with other |
| 9. | Video Elements | <ul style="list-style-type: none"> – Synchronize video with content, and reinforce or repeat the concept being presented – Use video as an advantage organizer and simulation |

In conclusion, there are nine multimedia features (screen design, interaction, feedback, learner control, colour, graphic, animation, audio elements, and video elements) which each of them has some important principles which should be considered in creating a good interactive multimedia.

4. Task-Based Language Teaching

a. The Nature of Task-Based Language Teaching

Richard and Rodgers (2001: 223) state that Task-Based Language Teaching (TBLT) is an approach based on the use of task as the center of planning and instruction in language teaching. Further, Nunan (2004: 24) describes that TBLT as an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of task. In addition, TBLT is the development of Communicative Language Teaching (CLT). TBLT consists of activities that involve real communication that are essential in language learning.

TBLT departs from several assumptions about the nature of language. The first is the assumption that language is primarily a mean of making meaning. The second is that TBLT draws on multiple models of language, that are structural, functional and interactional in developing the tasks. The last is the use of lexical units as central in language and language learning. (Richards and Rodgers, 2001: 226)

In TBLT, task is considered as the provision of both the input and output processing necessary for language acquisition. Task provides full opportunities both input and output requirements, which are the key processes in language learning. Task can also encourage the process of negotiation, modification, rephrasing, and experimentation. Besides, task can improve learner motivation and promote learning because they require the learners to use authentic language

and are varied in format and operation. Moreover, tasks tolerate and encourage a variety of communication styles (Richards and Rodgers, 2001: 228-229).

b. Principle of Task-Based Language Teaching

Since TBLT is a logical development of CLT, it draws on several principles of CLT according to Richards and Rodgers (2001: 223). For example:

1. Activities that involve real communication are essential for language learning.
2. Activities in which language are used for carrying out meaningful tasks to promote learning.
3. Language that is meaningful to the learner supports the learning process.

In addition, Nunan (2004: 1) proposes the following principles and practice of TBLT.

1. An approach that is based on needs to content selection.
2. Emphasizing on learning to communicate through interaction by using target language.
3. Introducing authentic texts into the learning situation.
4. Providing opportunity for learners to focus on both language and the learning process.
5. Enhancing the learners' personal experience to contribute in the classroom learning.
6. Linking the classroom language learning with language use outside the classroom.

Those are some principles in language teaching proposed by some experts. It can be summarized that those principles play a very important role in the process of teaching learning, especially as a consideration for teachers in teaching English which uses TBLT approach.

c. Theory of Language

Richards and Rodgers (2001: 230-231) state that TBLT is motivated primarily by a theory of learning rather than a theory of language. However some assumptions about the nature of language can be said to underlie current approaches to TBLT. These are:

1. Language is primarily a means of making meaning

TBLT emphasizes the central role of meaning in language use. Skehan (1998: 98) in Richards and Rodgers (2001: 226) notes that in task-based instruction (TBI), “meaning is primary... the assessment of the task is in terms of outcome” and that task-based instruction is *not* “concerned with language display.”

2. Multiple models of language inform TBI

Advocates of task-based instruction draw on structural, functional, and interactional models of language. Skehan (1998) in Richards and Rodgers (2001: 227) employs structural criteria in discussing the criteria for determining the linguistic complexity of task:

Language is simply seen as less-to-more complex in fairly traditional ways, since linguistic complexity is interpretable as constrained by structural syllabus considerations. (Skehan 1998: 99)

Berwick (1988) in Richards and Rodgers (2001) proposes functional classification of task types. He uses “task goal” as one of two distinctions in classification of task types. He notes that task goals are principally “educational goals which have clear didactic” and “social goals which require the use of language is simply because of the activity in which the participants are engaged.”

Task classifications proposed by some researchers coming from SLA research tradition of interaction studies focus on interactional dimensions of tasks. Pica (1994) in Richards and Rodgers (2001) distinguishes between interactional activity and communicative goal.

Therefore, TBI is not linked to a single model of language but rather draws on all three models of language theory.

3. Lexical units are central in language use and language learning

Vocabulary is used to include the consideration of lexical phrases, sentence stems, prefabricated routines, and collocations, and not only words as significant unit of linguistic lexical analysis and language pedagogy.

4. Conversation is the central focus of language and the keystone of language acquisition

Speaking and trying to communicate with others through the spoken language drawing on the learner’s available linguistic and communicative resources is considered the basis for SLA in TBI; hence, the majority of tasks that are proposed within TBLT involve conversation.

d. Theory of Learning

TBI shares the general assumptions about the nature of language learning underlying CLT. However, some additional learning principles play a central role in TBLT theory. These are:

1. Tasks provide both input and output processing necessary for language acquisition

Krashen has insisted that comprehensible input is the one necessary (and sufficient) criterion for successful language acquisition. Others have argued that productive output and not merely input is also critical for adequate second language development. Tasks provide full opportunities for both input and output requirements, which are believed to be key processes in language learning.

2. Task activity and achievement are motivational

Tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language, they have well-defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learner's past experience, and they tolerate and encourage a variety of communication styles.

3. Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes

Specific tasks can be designed to facilitate the use and learning of particular aspects of language. Skehan suggests that in selecting or designing

tasks there is a trade-off between cognitive processing and focus on form. More difficult, cognitively demanding tasks reduce the amount of attention the learner can give to the formal features of messages, something that is thought to be necessary for accuracy and grammatical development. In other words, if the task is too difficult, fluency may develop at the expense of accuracy. Tasks can be designed along a cline of difficulty so that learners can work on tasks that enable them to develop both fluency and an awareness of language form.

e. Task-Based Syllabus Design

There is difference between a conventional language syllabus and a task-based syllabus. Richards and Rodgers (2001: 230-231) state that a conventional syllabus typically specifies the content of a course from some categories such as language structures, functions, topics and themes, language skills, competencies, text types, and vocabulary targets. On the other hand, a TBLT syllabus specifies the tasks that should be carried out by learners within program. Nunan (1989) in Richards and Rodgers (2001: 231) suggests that syllabus might specify two types of tasks:

1. real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world.
2. pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks.

In short, tasks are very essential in order to conduct the effective teaching learning process in TBLT. The compilation of tasks are called materials. Hence, developing materials is also important in order to conduct effective teaching learning process.

5. Materials Development

a. The Nature of Materials Development

According to Tomlinson (1998: 2), materials refer to anything which is used by teachers or learners to facilitate the learning of a language. There are so many materials that can be used in order to facilitate the teaching learning process. They could be cassettes, videos, CD-Rooms, dictionaries, grammar books, workbooks, newspapers, photographs, live talks by invited native speakers, etc. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

Nunan (1991: 208) argues that materials are crucial elements in the teaching learning process. Materials consist of such items that contain information or messages to be transferred to the students. Since TBLT departs from a collection of task, instructional materials then play important roles. Materials help the students to progress at their own rates of learning.

Based on the explanation before, Tomlinson (1998: 2) defines materials development as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake. In other words, the supplying of information about and/or experience of the language in ways designed to promote language learning.

Materials developers may write textbooks, tell stories, bring advertisement into the classroom, express an opinion, etc. Whatever they do to provide input they do so in principled ways related to what they know about how languages can be effectively learned.

b. The Principle of Good Materials

Richards and Rodgers as stated in Nunan (1991: 213) write that materials have to focus on:

1. the communicative abilities of interpretation, expression, and negotiation
2. the understandable, relevant, interesting exchange of information rather than the presentation of grammatical form
3. the involvement of different kinds of texts and media to develop competencies

Due to the importance of the learning materials on the teaching learning process, therefore the developed materials should be effective. Tomlinson (1998: 7-21) proposes some characteristics of good learning material as follows:

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. Materials should be relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles and affective attitudes.
12. Materials should permit a silent period at the beginning of instruction.
13. Materials should stimulate both right and left brain activities.
14. Materials should not rely too much on controlled practice.
15. Materials should provide opportunities for outcome feedback.

In conclusion, learning materials are very important on the teaching learning process. Therefore, materials should be developed effectively by considering some principles mentioned above. By applying the principles of good materials above, the materials developer will be able to develop a good learning materials which are effective and feasible to be implemented in the process of teaching learning at schools.

c. Materials Evaluation

To know whether the materials design meet the learners' needs, or in other words, are suitable for the learners, an evaluation is needed. Hutchinson and Waters (1987: 97) state that evaluation is basically a matching process. The evaluation process should be systematic and is best seen as matching exercise. Ellis in Tomlinson (1998: 227) suggests five steps for conducting a task evaluation as follows:

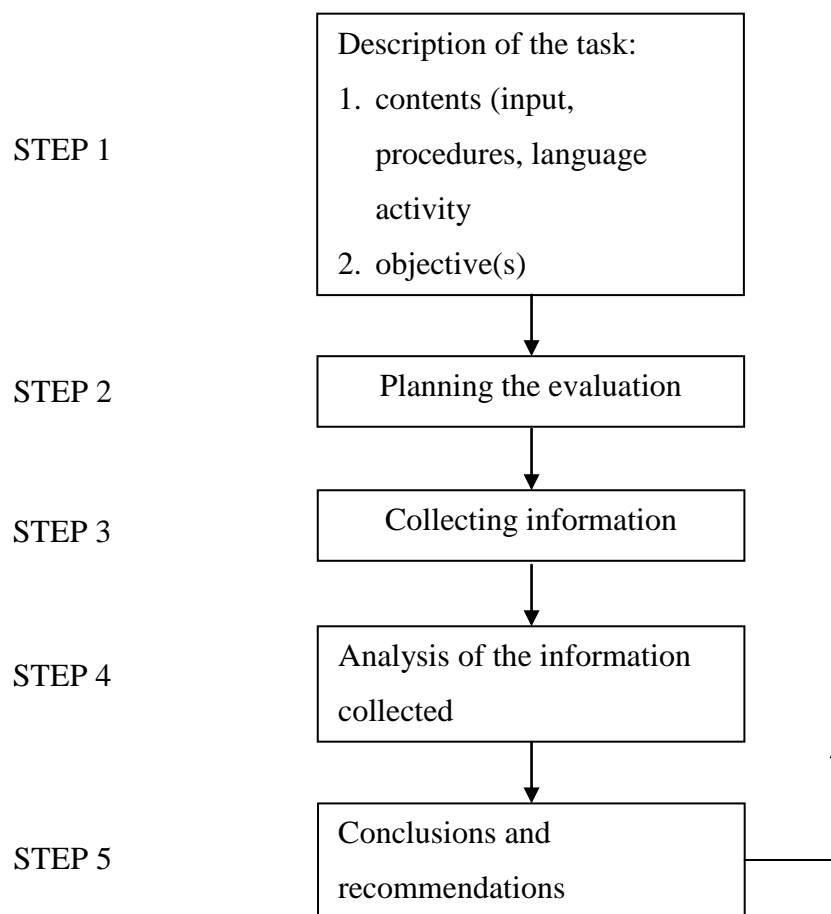


Figure 2: Steps in Conducting Evaluation of A Task

1) Description of the task

The evaluation of a task requires a clear description of the task to be evaluated. This can be achieved by specifying the content of a task as follows:

- a. Input (i.e. the information that the learners are supplied with). Input can be in verbal form (e.g. a series of directions) or non-verbal (e.g. a diagram or picture).
- b. Procedures (i.e. the activities that the learners are to perform in order to accomplish the task).
- c. Language activity (i.e. whatever the learners engage in receptive language activity or productive language).

- d. Outcome(s) (i.e. what it is that the learners will have done on completion of the task).

2) Planning the evaluation

The act of carrying out the planning of a task evaluation may have a beneficial impact on the choice and design of a task.

3) Collecting information

A task evaluation will need to consider collecting three types of information (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task and (3) information regarding the teacher's and the learner's opinions about the task.

4) Analysis of the information collected

One of the major decisions facing the evaluator at this stage of the evaluation is whether to provide a quantitative or a qualitative analysis of the data or both.

5) Conclusions and recommendations

It is helpful to make a clear distinction between conclusions and recommendations. Conclusions relate to what has been discovered as a result of the analysis, while recommendations concern proposals for future teaching.

From the explanation above, it can be summarized that there are five main steps in conducting evaluation of a task. The first step is understanding the clear description of the task to be evaluated. Then, planning the evaluation by carrying out the planning which will give a beneficial impact on the task. The

third step is collecting information needed. Next step is conducting analysis of the information collected by using quantitative or qualitative analysis of the data or both. The last step is proposing conclusions and recommendations of the evaluation. Those five steps must be done in that sequence, it is impossible to do a materials evaluation disorderly.

6. Task

a. Definition of Task

Ellis (2003) defines task in a pedagogical perspective. Pedagogical perspective tasks refer to tasks that occur in the classroom. A task is a work plan to achieve an outcome that can be evaluated in terms of whatever the correct or appropriate propositional content has been conveyed. A task is intended to result in language use that allows a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Nunan (2004) defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

In addition, Long (1985) in Tomlinson (1998: 5) defines a task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, filling out a form, typing a letter,

finding a street destination, and so on. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between.

From some definitions above, it can be concluded that task is a piece of work which is usually used in the classroom to help learners in their teaching learning process. A task allows the learners to achieve a better outcome which can be used in the real world. However, task is not only a piece of classroom work, but also anything that we can find in our daily life. Moreover, there are a lot of activities which are included as a task. They are as mentioned before, such as: typing a letter, painting a fence, and so on.

b. Components of Task

Nunan (2004) proposes that a minimum specification of task will include goals, input, and procedures, and that these will be supported by roles and settings. The model is presented as follows:

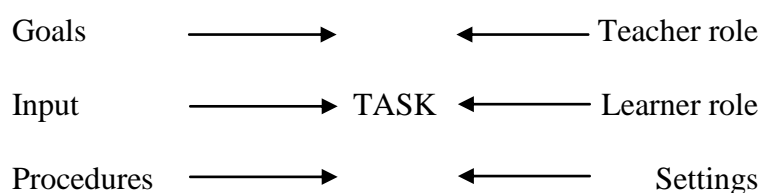


Figure 3: Task Components (Nunan, 2004)

1. Goals

Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

2. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. The data for the input can be provided by a teacher, a textbook or some other.

3. Procedure

Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task.

4. Teacher and Learner role

Role refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants.

5. Settings

Settings refer to the classroom arrangements specified or implied in the task. Settings also require consideration of whether the task is to be carried out wholly or partly outside the classroom.

Moreover, Nunan (2004) summarizes the underlying principles in developing the instructional sequence:

1. Scaffolding

Lessons and materials should provide supporting framework within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2. Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3. Recycling

Recycling language maximizes opportunities for learning and activities the learning principle.

4. Active learning

Learners learn best by actively the language they are learning.

5. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

From the explanation above, there are some important components of task which include goals, input, procedures, teacher roles, learner roles, and settings. Each component plays an essential role in creating an effective task. Besides, there has been explained some principles related to the process of developing the instructional sequence. Those principles should be taken into account by the developer in order to develop an effective learning materials.

c. Unit Design

As stated by Richards and Schmidth (2002), a unit, in a course or textbook, is a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus.

A unit normally has a number of tasks or activities. These tasks and activities are the core components in a unit. Decisions about what types of tasks and activities in a unit reflect the planner's assumption about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning.

In an interactive learning multimedia, the units are designed silmilar to the other learning media, e.g. coursebooks or textbooks. In a unit, interactive multimedia also has a number of tasks which are designed more interactive in order to attrack the students' interest so that they will be more interesting in joining the process of teaching learning English.

d. Grading, Sequencing and Integrating Tasks

A unit of work generally consists of several tasks or activities. The types of tasks and activities in a unit reflect the material developer's assumption about the nature of language, language use, and language learning. In developing a unit of work, the material developer should decide what to reach first, what second, and what last in the materials reflect the beliefs of the materials development or syllabus designer about grading, sequencing, and integrating task.

Gradation is concerned with the grouping and sequencing of teaching items in a syllabus (Richards, 2001). Further, Richards, Platt, and Weber (1986) in Nunan (2004) describe grading as:

the arrangement of the content of a language course or a textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meaning, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

In other words, what is taught at the beginning of a lesson is selected because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication.

Grading, sequencing, and integrating of tasks is a complicated thing since there are some factors that need to be considered in order to produce an integrated unit of work. The first factor is the complexity of the input. One of the essential elements of the input is grammatical complexity that will affect the length of a text, the content of a text, the amount of low-frequency vocabulary, and the structure of the discourse.

The second is learners factor that consist of learners' background knowledge, confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge or awareness, and linguistic knowledge. The third factor is procedural factors, that is the operations which learners are required to perform on input data. The last factor is task continuity or task dependency, that is within a unit of work the tasks, task components, and supporting enabling skills should be interdependent.

Further, Nunan (2004) proposes ‘psycholinguistics processing approach’ in sequencing tasks according to the cognitive and performance demands made upon the learner. Based on this approach, a task is sequenced from comprehension based activities to controlled production activities and exercises, and finally ones which require the learner to engage in real communicative interaction. The table below shows the phases of students’ activities.

Table 3: Ten-step Sequence of A Psycholinguistic Processing Approach

| Phases | Steps within Phases |
|----------------------------------|---|
| A. Processing (comprehension) | <ol style="list-style-type: none"> 1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard). |
| B. Productive | <ol style="list-style-type: none"> 5. Listen to a cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. question) and give a meaningful response (i.e. one that is true for the learner). |
| C. Interactive | <ol style="list-style-type: none"> 8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving/information gap (e.g. in an information gap task, students are split into three groups, each group listens to an incomplete description of a family, students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.). |

In short, a task should be linked each other to form a sequence. Activities should be sequenced according to the input complexity, learner, activity factors, and also the logic of themes and learning pathways. From the table above, there are ten-step sequence within three phases. A task is sequenced from comprehension phase which allows the learners to read or listen to a text. Next is productive phase which gives opportunities to the learners to listen to a cue. Finally, interactive phase allows the learners to engage in real communicative interaction by doing role play or discussion.

B. Relevant Research Study

A research study which is relevant with this research was done by Dewanti in 2011. Her research was developing an interactive multimedia based on an English textbook entitled “Effective Communication” which was for the elementary level students of SMK Muhammadiyah 1 Wonosari. She used three kinds of instruments to collect data. The data were collected using observation, questionnaire, and interview. In the research procedure, she adopted a model proposed by Allesi and Trollip which consisted of planning, design, and development.

The validation of this research study involved two kinds of tests, alpha testing and beta testing. Alpha testing involved multimedia and materials experts while beta testing involved 36 students which were asked to give feedback to the interactive multimedia by filling out the questionnaires. And then, the interview was done to support the data.

Based on the data analysis, the result of the research showed that the effective interactive multimedia had some features, i.e., home, user's guide, map of the media, unit description (unit introduction, goal, spoken cycle activities, and written cycle activities), grammar, summary, and semester review. The design was applicable and acceptable through the mean of the students' questionnaire that ranged from 3.11 to 3.58 (4 point Likert Scale).

C. Conceptual Framework

The main purpose of this research is to develop an appropriate English interactive multimedia for teaching reading to the first semester of grade VIII students at SMP Negeri 2 Depok. In order to develop the appropriate interactive learning multimedia, it is needed to know the target needs and the learning needs of the students. Therefore, this study also aims to find out the target needs and also the learning needs of the students in learning reading using interactive multimedia.

Interactive multimedia is a combination of various media (text, graphics, video, audio, and animation) which are integrated into the authoring softwares under computer control for the educational purpose. Those elements are important to develop an interesting interactive multimedia. The role of interactive multimedia in this study is focused on tutor and tool. As a tutor, it presents the ability of the program to present materials and responds to the users' answers. While, as a tool, it presents the material to the users. The role of the teacher in the real implementation is minor in which the computer plays essential part in the teaching and learning activities.

The reasons to conduct the study are that (1) there is no maximum technology utilization in the school, although the school has advanced ICT facilities such as computer and LCD; and (2) the English teachers have difficulty to find English interactive multimedia which are appropriate to the students based on their needs. Therefore, the English teachers prefer to use English textbooks and student worksheets. These conditions bring effects to the students. For example, the students will have low motivation and get bored in learning English because the process of English teaching and learning is not interesting for them.

Interactive multimedia becomes one of several important supporting media which should be available at school in order to support the teaching learning process. Interactive multimedia is believed as a supporting media which will give more positive effects on the learners' motivation in learning because interactive multimedia provides a lot of interesting components, i.e. audio, video, pictures, animation, and so on. By integrating those interesting components in an interactive learning multimedia, learners will have high enthusiasm to learn the materials provided in the interactive multimedia. The implementation of interactive multimedia in the process of teaching and learning becomes very important in order to keep the students in high motivation so that they will not get bored easily. In addition, interactive way of teaching and learning process, especially teaching learning reading, will contribute a great effect on the students' comprehension.

To solve those problems, it is necessary to develop interactive multimedia for the first semester of grade VIII students at SMP Negeri 2 Depok. The Multimedia-Based Instructional Design proposed by Lee and Owens (2004) is chosen as the instructional design model for this study because this model is simple and less complicated. In this model, there are five phases in developing media for this research. They are Analysis, Design, Development, Evaluation, and Implementation.

CHAPTER III

RESEARCH METHOD

Chapter II has reviewed theories relevant to this study that is mainly aimed at developing interactive multimedia for teaching reading to the first semester of grade VIII students of junior high school. This chapter will put an emphasis on the research methodology comprising the type of the study, research subjects, research setting, research procedure, data collection techniques, research instruments, and data analysis techniques.

A. Type of the Study

The researcher tried to develop and validate a particular educational product so that this research study was categorized as Research and Development (R & D). This research used a R & D model proposed by Gall, Gall, and Borg (2003) which the findings of the research were used to design new products and procedures, which were then systematically field tested, evaluated, and refined until they met specified criteria of the effectiveness, quality or similar standards. The product of this research was English interactive multimedia for teaching reading to the first semester of grade VIII students.

B. Research Subjects

There are four classes of grade VIII, they are VIII A, VIII B, VIII C, and VIII D. The subjects of this research were students of class VIII D of SMP Negeri 2 Depok. There were 36 students which consisted of 15 males and 21 females.

C. Research Setting

This research was conducted from September to November, 2012 in SMP Negeri 2 Depok to the grade VIII students, class VIII D. It is located at Jl. Dahlia Perumnas Condongcatur, Depok, Sleman, Yogyakarta. In that school, there are four classes of grade VIII which are handled by an English teacher. In the process of English teaching and learning, the teacher uses some supporting media, e.g. textbooks, worksheets, and some provided interactive multimedia which can be used to support the English teaching learning process in the language laboratory. The language laboratory provides some equipment which can be collaborated to create an interesting teaching learning process.

D. Research Procedure

There are some instructional design models which can be used as a basis in order to help creativity and increase the possibility of the writer to produce a good interactive multimedia. The research procedure in developing the English interactive learning multimedia was adapted from the Multimedia-Based Instructional Design proposed by Lee and Owens (2004). The procedure is explained as follows:

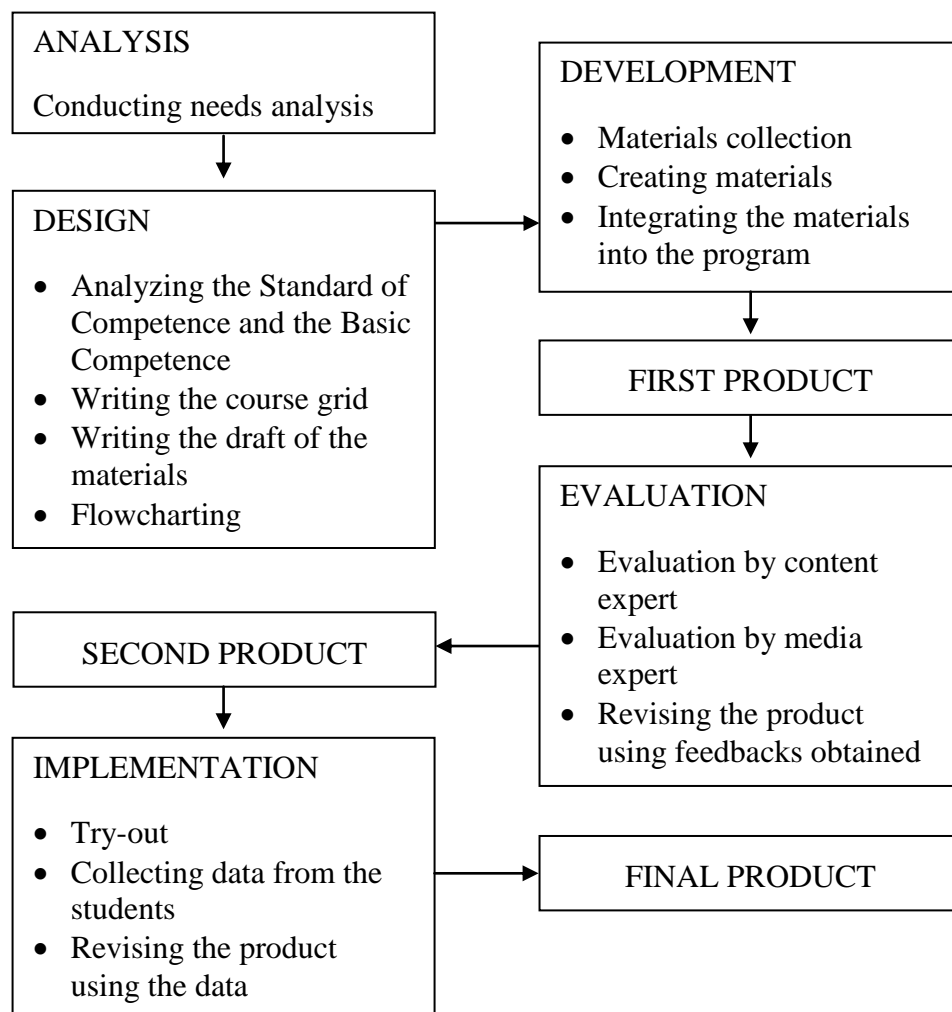


Figure 4: Multimedia-Based Instructional Design (Lee and Owens, 2004)

1) Analysis

In this phase, the researcher conducted a needs analysis to get information about the students' needs in learning reading by using needs analysis questionnaire. The result of the needs analysis were used as guidelines in developing English interactive learning multimedia.

2) Design

In this phase, there were some steps that should be done by the researcher before developing the materials. Those steps are described below:

a. Analyzing the Standard of Competence and Basic Competence

The scope of the English teaching and learning process for junior high school students is genre based. It can be seen from the Standard of Competence and the Basic Competence of English for the grade eight students of the first semester of junior high school.

b. Writing the Course Grid

After analyzing the Standard of Competence and Basic Competence, materials developer designed the course grid which was based on the Standard of Competence and Basic Competence for the first semester of grade VIII students of junior high school. Besides, the course grid was also designed based on the results of the needs analysis, so the developed materials were based on the students' needs.

c. Writing the draft of the materials

Based on the needs analysis, the drafts of the reading materials for the first semester of grade VIII were arranged by the developer. The developer designed the material presentations into three parts which were followed by some exercises related to the topics discussed.

d. Flowcharting

After the draft of the materials was created, the next step was flowcharting. A flowchart is a symbol or picture which depicts the series of steps representing a processing activity. Flowcharts serve as a roadmap of the interactive learning multimedia. It usually links one page to another.

3) Development

In the development phase, there were also some important steps which helped the materials developer develop the materials. They are as follows:

a. Materials Collecting

In this step, some texts, pictures, and animation were collected. In order to get the input texts, the developer adopted and adapted from some reference books such as Contextual Teaching and Learning, New Interchange Student's Book, and some students' workbooks. Additionally, some materials also adapted from the Internet.

b. Creating Materials

When the materials had been collected, the developer started to create the materials using the collected materials. Materials were created based on the target needs which were collected by using the needs analysis questionnaire.

c. Integrating the Materials into the Program

The next step was integrating the collected materials into the interactive multimedia using authoring software such as Macromedia Flash, Photoshop, and other supporting program. Here, the first product was produced.

4) Evaluation

The first product was evaluated by the experts through a validation form which allowed the experts to decide whether the product was ready to use in the try-out evaluation or not. There were spaces where the experts could write some suggestions or comments to the product. The feedbacks given by the experts were used to revise the first product and then were used to create the second product.

5) Implementation

The produced materials which had been validated by the experts were implemented by doing try-out. Then, the students were asked to give feedback by filling the try-out questionnaire. The data were used to revise the second product of the interactive multimedia. Here, the final product was produced.

E. Data Collection Techniques

The researcher collected the data through questionnaires which were given in two separated times. Firstly, a needs analysis questionnaire was used to find out the needs of the students in learning reading using interactive multimedia. The type of this questionnaire was multiple choices. The students were asked to choose one or more options of several provided options. In addition, they were allowed to give other answers related to the questions in the provided spaces. Secondly, a try-out questionnaire was used to get feedbacks from the students about the English interactive multimedia. This questionnaire used a Likert Scale to collect the data. The respondents were asked to choose one of several options. Besides, an interview was conducted after the interactive multimedia was implemented. It was aimed to get more information from the students.

F. Research Instruments

Some instruments were used to collect the data. Instruments used in this research were questionnaires and interview guidelines.

1. Questionnaires

There were two questionnaires used in this research. The first was needs analysis questionnaire which was distributed in order to find out the targets'

needs, while the second was try-out questionnaire which was distributed to get feedbacks from the students. It was used to revise the product.

a) Needs Analysis Questionnaire

Needs analysis questionnaire was used in the needs analysis phase. It was in the form of multiple choice questions. The purposes of the questions were to find out the target needs and the learning needs in learning reading using interactive multimedia.

The instrument had construct validity because it was developed based on the theory of needs assessment proposed by Hutchinson and Waters (1987). The content validity of the instrument was obtained by consulting the items in the questionnaire to the experts. The organization of the questionnaire is drawn as follows:

Table 4 : The Organization of the Needs Analysis Questionnaire

| Aspect | The purpose of the questions | Item Number |
|---|--|--------------------|
| Learners' difficulty | To find out the learners' difficulty in completing reading tasks. | 1 |
| Goal | To find out the reasons of learning reading. | 2 |
| Input | To find out the suitable input for reading materials that students like the most. | 3 – 6 |
| Procedure | To find out the suitable activities used that students want the most. | 7 – 8 |
| Setting | To find out the setting of doing the reading tasks (individually, in pairs, or in group). | 9 |
| Learners' role | To find out the role of the learner in doing the task. | 10 |
| Teachers' role | To find out the role of the teacher in the learning process. | 11 |
| The criteria of good interactive multimedia | To find some information about the students' opinion about the criteria of good interactive multimedia | 12 – 20 |

b) Try-out Questionnaire

It was a questionnaire which was distributed to the students at the end of the try-out. The questionnaire was proposed to know the students opinions about the interactive multimedia. Then, it was used to evaluate the draft of the interactive multimedia. The questionnaire used a Likert Scale. The students were asked to choose one of several options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) to the statements.

The try-out questionnaire was divided into two parts. The first part covered the content aspect which consisted of eight questions. It was used to evaluate the contents of the interactive multimedia. The second part covered the media aspect which consisted of eleven questions. It was used to evaluate the quality of the interactive multimedia. The organization of the try-out questionnaire is drawn as follows:

Table 5 : The Organization of the Try-Out Questionnaire (Content Aspect)

| Item Number | The purpose of the questions |
|-------------|--|
| 1 | To find out the suitability of the materials with the Standard of Competence and the Basic Competence. |
| 2 | To find out whether the materials meet the students' needs or not. |
| 3 | To find out whether the materials are understandable or not. |
| 4 | To find out whether the topics are interesting and appropriate or not. |
| 5 | To find out whether the language used is understandable or not. |
| 6 | To find out whether the activities are interesting or not. |
| 7 | To find out whether the activities are well-arranged or not. |
| 8 | To find out whether the activities help the students to improve their reading ability or not. |

Table 6 : The Organization of the Try-Out Questionnaire (Media Aspect)

| Item Number | The purpose of the questions |
|--------------------|--|
| 1 | To find out the appropriateness of the background. |
| 2 | To find out the appropriateness of the font size, whether the fonts are easy to read or not. |
| 3 | To find out the appropriateness of the font style, whether the fonts are easy to read or not. |
| 4 | To find out the appropriateness of the combination of the font colour and the background. |
| 5 | To find out the appropriateness of the pictures, whether the pictures are interesting or not. |
| 6 | To find out the appropriateness of the backsound, whether the backsound is annoying or not. |
| 7 | To find out whether the interactive multimedia is easy to be operated or not. |
| 8 | To find out whether the navigation system is easy to be operated or not. |
| 9 | To find out whether the interactive multimedia helps the learners to learn easier and more interesting or not. |
| 10 | To find out whether the interactive multimedia can motivate the learners or not. |
| 11 | To find out whether the learners can operate the interactive multimedia independently or not. |

2. Interview Guideline

Besides the questionnaires, the researcher also interviewed some students to collect the data. The interview was done after the try-out. It was aimed to obtain detail information about the students' opinions towards the interactive multimedia. It also supposed to support the data collected from the questionnaire.

G. Data Analysis Techniques

In this research, there were two approaches which were used to analyze the data, they were quantitative and qualitative. The collected data were analyzed differently. The data analysis techniques can be described as follows:

1. Data from Questionnaires

This research used two kinds of questionnaires which the data were analyzed differently. The data from the needs analysis questionnaire were analyzed by using frequencies and percentages, while the data from the try-out questionnaire were analyzed by using descriptive statistics.

According to Brown (2001), descriptive statistics refers to a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. In this case, central tendency measure is used to analyze the data. The central tendency measure which was used in the research was the mean.

To put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating it was the same as that in the score conversion (i.e. finding the class interval for determining the category). Firstly, the class interval was calculated by finding the formula ($R = X_{\text{highest}} - X_{\text{lowest}}$), then the result of the calculation was divided by the desired number of the class (in these case five classes). Based on the calculation, the class interval can be presented as follows:

Table 7 : Quantitative Data Conversion

| Scales | Categories | Interval of Mean |
|---------------|-------------------|-------------------------|
| 5 | very good | 4.20 – 5.00 |
| 4 | good | 3.40 – 4.19 |
| 3 | fair | 2.60 – 3.39 |
| 2 | poor | 1.80 – 2.59 |
| 1 | very poor | 1.00 – 1.79 |

2. Data from Interview

The qualitative data were obtained from the interview. Data from the interview were recorded and then transcribed. The data in the form of interview transcripts were analyzed based on the qualitative data analysis from Miles and Huberman (1994). The qualitative data were analyzed in four steps. The first step was collecting all of the data. The second was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The last step was drawing the conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions of the research which was conducted from September 18, 2012 to November 18, 2012. The research findings regarding the needs analysis, the course grid, the unit design, the first draft, the validation by experts, the revisions of the first draft, the second draft, the try-out through the implementations, and the final draft of the interactive multimedia are described; the conclusions are drawn; and the suggestions are proposed.

A. Research Findings

1. The Result of the Needs Analysis

The needs analysis was conducted on 11st June 2012. It was done by distributing a needs analysis questionnaire. It covered the general description about the students, the target needs, the learning needs, and the media.

a. The Description of the Respondents

The needs analysis questionnaire was distributed to thirty-six students of VIII D. Fifteen of them were male and twenty-one of them were female. The average of their age is 13 to 14 years old. They were considered to be in the basic level of English proficiency because they were still in the grade eight of junior high school. As can be seen in Table 8, 88.89% of the students got some difficulties in understanding English texts. Besides, 33.30% of them also got some difficulty in identifying the main idea of English text, while 27.78% of them also got difficulty in defining the English vocabulary.

Table 8: Students' Difficulty in Doing Reading Tasks

| No. | Option | Percentage (%) |
|-----|---|----------------|
| 1. | Students get some difficulty in defining the English vocabulary. | 27.78% |
| 2. | Students get some difficulty in understanding English texts. | 88.89% |
| 3. | Students get some difficulty in identifying the main idea of English texts. | 33.30% |

b. The Description of the Target Needs

A needs analysis questionnaire was given to the students of VIII D in order to find out the target needs of learning reading using interactive multimedia. Table 9 presents the data gathered from the needs analysis in the aspect of the goal, while Table 10 up to Table 12 present the data gathered about the target needs in the aspect of input.

1) Goal

Goal covers the students' aims in learning reading, especially by using interactive multimedia.

Table 9: The Description of the Students' Goal

| No. | Target Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students learn reading to master vocabulary. | 38.89% |
| 2. | Students learn reading to master grammar. | 27.78% |
| 3. | Students learn reading to be able to read and comprehend English texts. | 50% |

The table above shows that 50% of the students want to learn reading in order to be able to read and comprehend English texts. Besides, 38.89% of the students want to learn reading in order to master vocabulary so that they can understand English texts easily. Moreover, 27.78% of the students prefer to learn reading to master grammar.

2) Input

Most of the input in the interactive multimedia is in the form of written text. Additionally, there are some pictures and photographs to make the materials in the interactive multimedia more interesting.

Table 10: The Topics of the Functional Text

| No. | Target Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students prefer to learn invitation. | 63.89% |
| 2. | Students prefer to learn advertisement. | 22.20% |
| 3. | Students prefer to learn announcement. | 52.78% |

From the table above, most students prefer to learn invitation and announcement. There are 63.89% of the students prefer to learn invitation while 52.78% of the students prefer to learn announcement. Moreover, 22.20% of the students also want to learn advertisement.

Table 11: The Topics of the Descriptive Text

| No. | Target Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students prefer to learn about people. | 80.56% |
| 2. | Students prefer to learn about animals. | 25% |
| 3. | Students prefer to learn about things. | 8.30% |

There are 80.56% of the students prefer to learn descriptive text about people. Additionally, there are 25% of the students like to learn descriptive text about animals and 8.30% of them also want to learn about things.

Table 12: The Topics of the Recount Text

| No. | Target Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students prefer to learn about tour experiences. | 86.10% |
| 2. | Students prefer to learn about interesting experiences. | 13.90% |
| 3. | Students prefer to learn about unforgettable experiences. | - |

Table 12 shows that 86.10% of the students prefer to learn recount text about tour experiences while the other like to learn about interesting experiences.

In conclusion, in terms of the students' reason in learning reading, half of the students want to learn reading in order to be able to read and comprehend English texts. Besides, in terms of the input, there are some topics are discussed, they are: simple short functional texts, descriptive texts, and recount texts. The topics of the functional texts preferred by the students are invitation and announcement. Almost all students prefer to learn descriptive texts about people and prefer to learn recount texts about tour experiences.

c. The Description of the Learning Needs

Learning needs refer to what students have to do in learning. These are the results of the questionnaire:

1) Input

Table 13 presents the students wants according to the length of the texts.

Table 13: The Length of the Text

| No. | Learning Needs | Percentage (%) |
|-----|-----------------------|----------------|
| 1. | 150 words – 200 words | 88.89% |
| 2. | 200 words – 250 words | 19.40% |
| 3. | 250 words – 300 words | - |

Most students prefer to have short texts (150 - 200 words). However, some of the students think that short texts are too simple for them, so that 19.40% of them like to have medium length of texts (200 - 250 words).

2) Procedure

Procedure is related to the activities. The activities provided in the interactive multimedia should be designed as interesting as possible in order to attract students to learn and do the reading activities. Table 14 shows the criteria of reading activities in the interactive multimedia.

Table 14: The Criteria of Reading Activity

| No. | Learning Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students like various and interesting activities. | 88.89% |
| 2. | Students like simple and easy activities. | 44.40% |
| 3. | Students like less activities. | 22.20% |

From the table above, 88.89% of the students like various and interesting activities to be provided in the interactive multimedia. For 44.40% of the students prefer to have simple and easy activities, so they will not find any difficulties in doing the tasks. Moreover, 22.20% of them do not like a lot of activities, so they prefer to have less activities in the interactive multimedia.

Table 15: The Kinds of Reading Activity

| No. | Learning Needs | Percentage (%) |
|-----|--|----------------|
| 1. | Students prefer to read a text and answer the questions. | 36.10% |
| 2. | Students prefer to analyze statements based on a text read. | 30.56% |
| 3. | Students prefer to define the vocabulary based on the context. | 47.20% |

Table 15 shows that the three options have the similar percentages where 47.20% of the students prefer to define the vocabulary in the text based on the context. Then, 36.10% of them prefer to answer questions based on the text they read while 30.56% of them prefer to decide whether a statement is true or false based on the text.

3) Setting

Setting deals with how the students would do the task in the interactive multimedia. They can do the task individually, in pairs, or in groups.

Table 16: The Setting of Students

| No. | Learning Needs | Percentage (%) |
|-----|--|----------------|
| 1. | Students prefer to do the task individually. | 11.10% |
| 2. | Students prefer to do the text in pairs. | 25% |
| 3. | Students prefer to do the task in groups. | 63.90% |

The table above shows that 63.89% of the students like to do the tasks in the interactive multimedia in groups, while 25% of them like to work in pairs and 11.10% of them like to work individually.

4) Students' Role

The role of the students in doing the tasks in the interactive multimedia is important in order to make the process of learning reading using interactive multimedia run well. Here, the students are allowed to learn freely using the interactive multimedia.

Table 17: The Role of the Students

| No. | Learning Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Students prefer to write all information get from the interactive multimedia. | - |
| 2. | Students prefer to do every task in the interactive multimedia. | 91.70% |
| 3. | Students prefer to do interesting tasks only. | 8.30% |

Most students, that is 91.67%, prefer to do every task in the interactive multimedia. Moreover, 8.30% of them prefer to do only the interesting activities.

5) Teacher's Role

A teacher plays very important roles in the process of English teaching and learning, including the teaching and learning reading using interactive multimedia. Here, the role of the teacher is as a facilitator which will facilitate the students in learning reading using interactive multimedia.

Table 18 shows the teacher's role in the process of teaching and learning using interactive multimedia. There are 52.78% of the students want the teacher to give examples to the students how to do the tasks. Besides, 38.89% of them want the teacher to explain the steps in doing the tasks while 8.30% of them want the teacher to give the objectives of the tasks.

Table 18: The Role of the Teacher

| No. | Learning Needs | Percentage (%) |
|-----|---|----------------|
| 1. | Teacher explains the steps in doing the tasks. | 38.90% |
| 2. | Teacher gives the objectives of the tasks to the students. | 8.30% |
| 3. | Teacher gives examples to the students how to do the tasks. | 52.80% |

In conclusion, almost all students like various and interesting activities. The students like some reading activities, e.g. defining the vocabulary used in the texts, reading texts then answering the questions, and deciding whether the statement is true or false. In terms of the setting aspect, the students prefer to work in groups. Most students also prefer to do every task in the interactive multimedia and they want the teacher to give examples to the students about how to do the tasks first before the students doing the tasks independently.

d. The Description of the Media

The use of interactive multimedia is supposed to facilitate the process of English teaching and learning. It is expected to help students in learning English everywhere and anytime because they can learn English not only at school but also they can learn at home. Besides, the interactive multimedia can be used by the students to learn reading easily and interestingly.

The interactive multimedia has to be designed interestingly in order to attract the students attention. The needs analysis questionnaire given to the students covers some questions according to the media aspects based on the students wants. Here are the results of the questionnaire related to media aspects:

Table 19: The Background of the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|--|----------------|
| 1. | Students like the same background in all pages. | - |
| 2. | Students like two kinds of different backgrounds. | 22.20% |
| 3. | Students like four kinds of different backgrounds. | 72.20% |
| 4. | Students like different background each page. | 5.60% |

Based on the table above, most students, that is 72.20% of them prefer to have four kinds of backgrounds in the interactive multimedia. Then, 22.20% of the students prefer to have only two kinds of different backgrounds, while 5.60% of them want to have different background in each page.

Table 20: The Font Size Used in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|--------------------------------|----------------|
| 1. | The font sizes are 12 up to 14 | 55.60% |
| 2. | The font sizes are 15 up to 17 | 36.10% |
| 3. | The font sizes are 18 up to 20 | 8.30% |

Table 20 shows that 55.60% of the students like the fonts size 12 up to 14, while 36.10% of them like the font size 15 up to 17. Moreover, 8.30% of the students prefer the font size 18 up to 20.

Table 21: The Font Style Used in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|---------------------------|----------------|
| 1. | <i>Comic Sans MS</i> | 38.89% |
| 2. | Times New Roman | 16.67% |
| 3. | <i>Lucida Calligraphy</i> | 25% |
| 4. | Century Gothic | 30.56% |

The table above shows that 38.89% of the students like the *Comic Sans MS* font style, while 30.56% of them like the *Century Gothic* font style. Besides, 25% of them like the *Lucida Calligraphy* font style and 16.67% of them like the *Times New Roman* font style.

Table 22: The Font Colour Used in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|---|----------------|
| 1. | The same font colour in all texts. | - |
| 2. | A different font colour in some important information. | 19.40% |
| 3. | The font colour should be contrast with the background. | 91.67% |

Almost all students, that is 91.67%, like the fonts in the interactive multimedia using colours which are contrast with the background, so the letters will be easy to read. Moreover, 19.40% of the students like the fonts in the interactive multimedia using a different font colour in some important information.

Table 23: The Existence of Explanative Illustration

| No. | Option | Percentage (%) |
|-----|---|----------------|
| 1. | Students think that it is not needed. | - |
| 2. | Students think that it is sometimes needed. | - |
| 3. | Students think that it is needed. | 100% |

All students agree that the existence of *Explanative Illustration* in the interactive multimedia is needed to support the materials.

Table 24: The Existence of Backsound in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|---|----------------|
| 1. | Students think that it is not needed. | - |
| 2. | Students think that it is sometimes needed. | - |
| 3. | Students think that it is needed. | 100% |

The existence of *Backsound* in the interactive multimedia is important, so that 100% of the students agree that it is needed to add backsound there.

Table 25: The Existence of Answer Key in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|---|----------------|
| 1. | Students think that it is not needed. | - |
| 2. | Students think that it is sometimes needed. | - |
| 3. | Students think that it is needed. | 100% |

There are 100% of the student agree that the existence of *Answer Key* in the interactive multimedia is needed.

Table 26 below shows that 44.40% of the students like a simple *Navigation System* and they do not like a complicated one, while 33.30% of them like when the *Navigation System* can be found easily. Additionally, 27.78% of them like the use of appropriate symbols for the buttons.

Table 26: The Navigation System in the Interactive Multimedia

| No. | Option | Percentage (%) |
|-----|--|----------------|
| 1. | Students like a simple <i>Navigation System</i> . | 44.40% |
| 2. | Students like the use of appropriate symbols for buttons. | 27.78% |
| 3. | Students like when the <i>Navigation System</i> can be found easily. | 33.30% |

It can be summarized that the students prefer the interactive multimedia using four different kinds of backgrounds. In terms of the font size, the students prefer the interactive multimedia using appropriate size to make it easy to read. They prefer the font size are 12 up to 14. For the font style used in the interactive multimedia, most of the students prefer the *Comic Sans MS* font style and also the *Century Gothic* font style. However, the *Lucida Calligraphy* font style and the *Times New Roman* font style are also used. The colour of the fonts in the interactive multimedia is important to be considered because the fonts will be difficult to read when we use inappropriate colours. Here, almost all students suggest that the font colour of the interactive multimedia is better to use the

contrast colours with the background, so the fonts will be easy to read. In terms of the existence of the explanative illustration, backsound, and answer key, all of the students agree that those components are needed to support the materials and also to make it more interesting. Additionally, related to the navigation system, the students agree that the navigation system has to be simple, easy to be found, and use appropriate symbols for the buttons.

2. The Course Grid

After the target needs and the learning needs had been identified, the next step is writing the course grid. A course grid was developed as a guidance for the developer in developing the materials. In writing the course grid, the results of the needs analysis, the standard of competence, and the Basic Competence were considered.

The course grid was developed for the first semester of the grade eight students junior high school. The materials was developed from the standard competence of reading for the first semester of the grade eight of junior high school. The course grid was designed as detail as possible to ease the material developer in developing the materials. Here, the achievement indicators of the basic competencies were designed, so the activities would be designed in order to achieve the learning objectives. Then, the topics and the titles of the materials were decided as a basic step to collect the materials which are related to the topics chosen. Additionally, the detail activities were designed by considering the achievement indicators designed.

3. The Unit Design

The materials are developed from the standard of competence and the Basic Competence for the first semester of grade VIII for the reading skill. The standard of competence and the Basic Competence are presented as follows:

Table 27: The Standard of Competence and the Basic Competence

| Standard of Competence | Basic Competence |
|---|---|
| Reading | |
| Understanding meaning of written functional text and simple short essay in the forms of <i>descriptive</i> and <i>recount</i> which are related to the surrounding. | <p>Reading aloud of simple short written functional text and essay in the forms of <i>descriptive</i> and <i>recount</i> with acceptable pronunciation, stress and intonation which are related to the surrounding.</p> <p>Responding to meaning of simple short written functional text accurately, fluently and acceptably which is related to the surrounding.</p> <p>Responding to meaning and generic structure of simple short essay accurately, fluently and acceptably which is related to the surrounding in the forms of <i>descriptive</i> and <i>recount</i> texts.</p> |

Those basic of competencies are developed into three units. Each unit consists of some tasks which are designed to achieve the goals.

Unit 1 discusses *Announcement* and *Invitation*. The topic of the unit is *School Life*, so the materials in this unit are related to the school environment. This unit is entitled '*We have an Event!*'. The unit is entitled '*We have an event*' because announcement and invitation are kinds of functional text which have social function to give certain information about an event. Besides, usually when a school has a certain event (e.g. speech contest and meeting), the committee of the event will give announcement about the event and send invitation to ask people to come to a certain event. This unit consists of ten tasks.

Unit 2 discusses *Descriptive Text*. The topic of the second unit is *People's Physical Appearance*, so the students will learn about describing and asking for someone's physical appearance. Based on the topic, the unit is entitled '*What does he/she look like?*'. The title is used because the interrogative sentence can be used to ask about someone's appearance, so the title can represent the materials in the unit. This unit consists of nine tasks.

Unit 3 discusses *Recount Text*. The topic of this unit is *Vacation* and the title is '*We had a great time!*'. The title represents *Recount Text* because it shows that the great time happened in the past. The materials in this unit are related to someone's past experiences when they had a vacation. This third unit consists of nine tasks.

4. The Flowchart

After the course grid had been designed, the draft of the materials should be written. The draft of the materials is developed based on the course grid made before. Then, the next step is transforming the draft of the materials into the flowchart. A flowchart presents the steps in designing the program logically. A flowchart can be used as a roadmap of developing the interactive multimedia. The following figure presents the flowchart of the interactive multimedia:

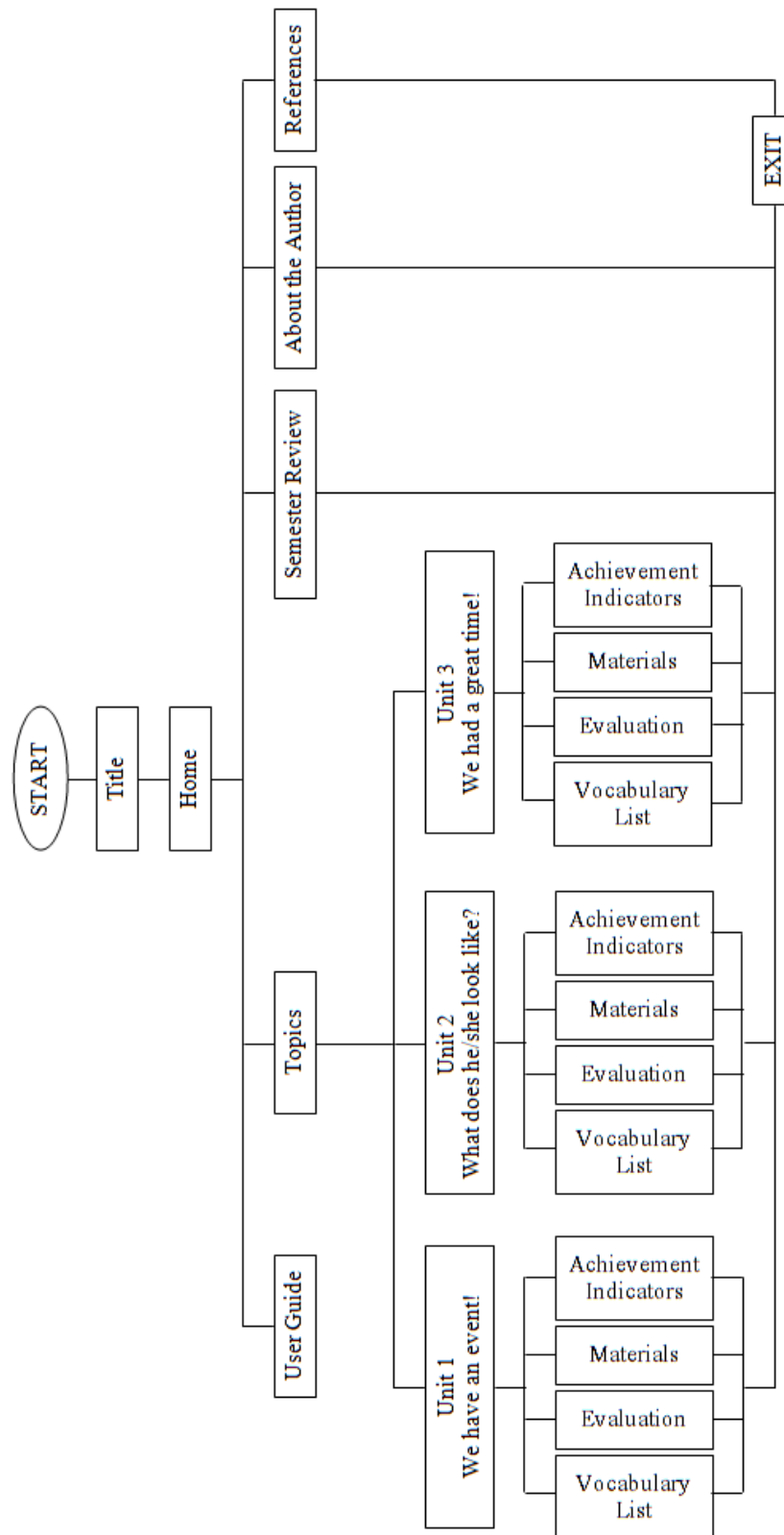


Figure 5: The Flowchart of the Interactive Multimedia

5. The First Draft of the Interactive Multimedia

The interactive multimedia presents three main components, they are: *Title Page*, *Home Page* and *Menu Page*. Those components are described as follows:

a. Title Page

Title Page is a starting screen of the multimedia which shows the title, the logo of Yogyakarta State University, the name of the developer, the Faculty and the Department, the year, and the 'START' button. Here, the users have to click 'START' button to go to the *Home Page*.

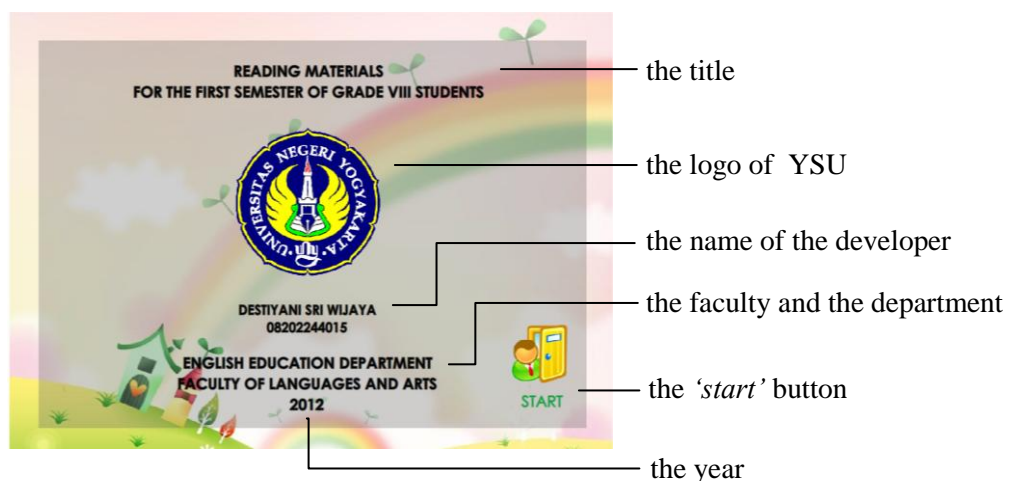


Figure 6: The Title Page of the Interactive Multimedia

b. Home Page

The *Home Page* screen provides five main menus of the interactive multimedia, they are: *Directions*, *Materials*, *Semester Review*, *Developer*, and *References*. Here, the users can choose one of the menus by clicking the buttons. The navigation system (i.e. 'back' button, volume setting button, and 'exit' button) is presented in the lowest part of the screen. It is used to help the users to connect with other pages.

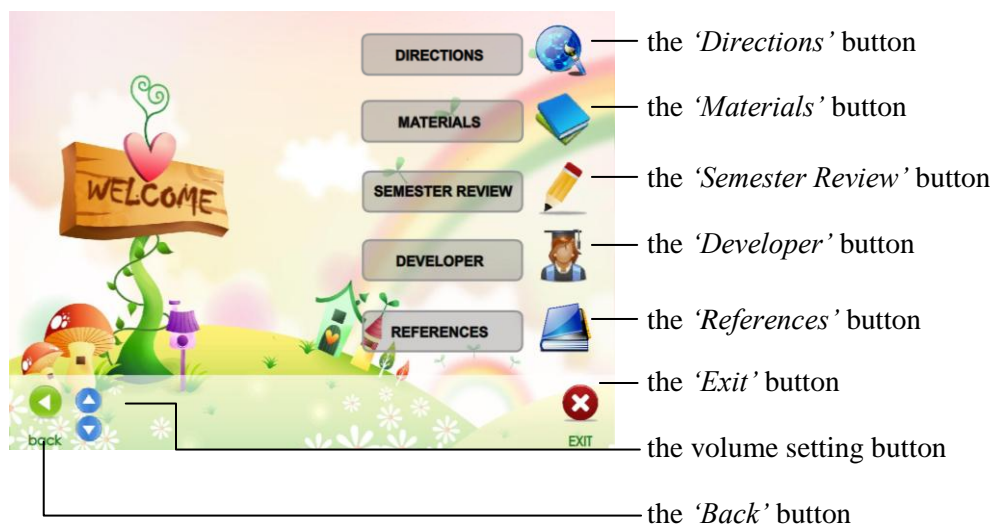


Figure 7: The Home Page of the Interactive Multimedia

Each menu in the *Home Page* is described as follows:

1) Directions

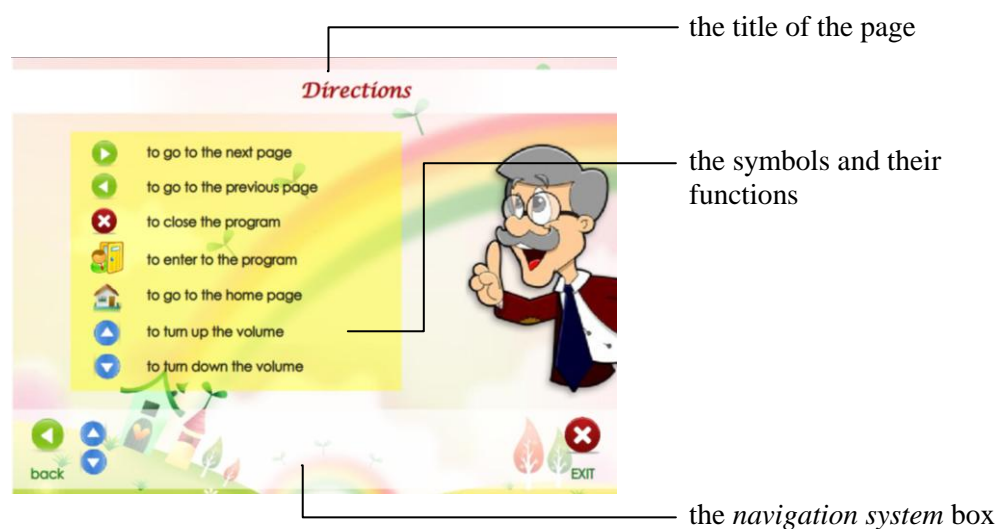


Figure 8: The Directions Page of the Interactive Multimedia

The *Directions* page provides a guidance for users related to the navigation system. From the page, users will find the function of each button. In order to help the users to understand the functions of the buttons, the buttons use appropriate symbols which represent the function of the button.

2) Materials

The *Materials* page presents some topics which will be discussed in the interactive multimedia. There are three units which can be chosen by the users. The title of each unit represents the topic of the unit. The users have to click the title button to go to the main activities of each unit. The *Materials* page can be seen as follows:



Figure 9: The Materials Page of the Interactive Multimedia

There are three units in the developed interactive multimedia. Each of the units will be described as follows:

a) Unit 1

Once users click the title button of Unit 1, they will go to the *Menu Page* of Unit 1. This unit is entitled '*We have an event!*'. The topic of this unit is *School Life*, so the materials presented in this unit are related to the school environment. Figure 10 below presents the menu page of Unit 1.

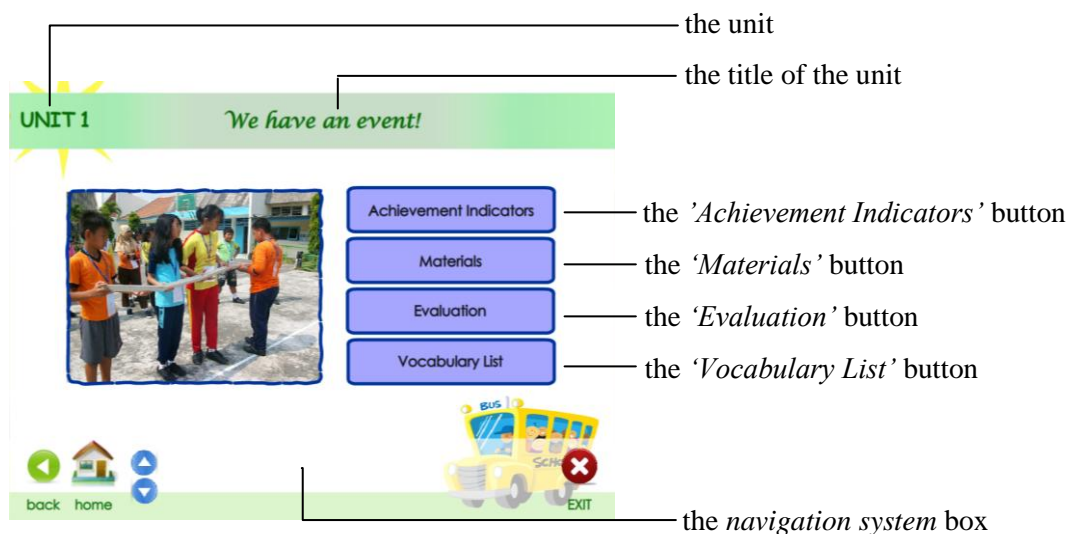


Figure 10: The Menu Page of Unit 1

The figure above shows some menus of Unit 1, the description of each menu can be seen as follows:

1. Achievement Indicators

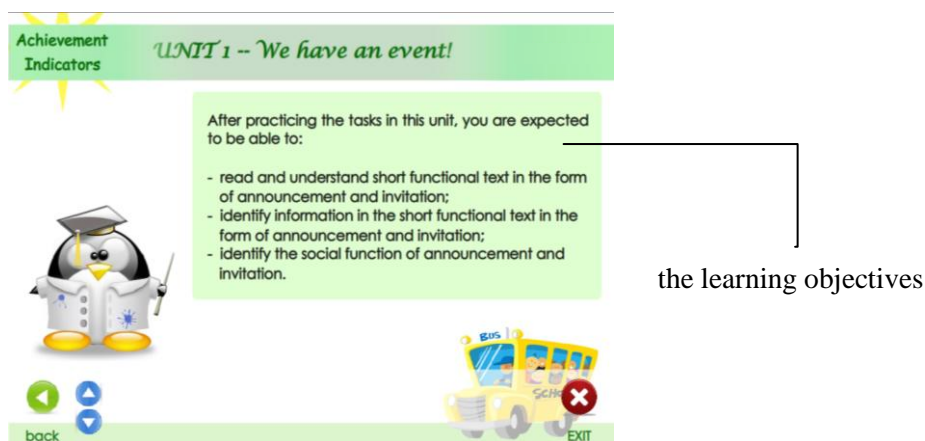


Figure 11: The Achievement Indicators of Unit 1

The *Achievement Indicators* provides the learning objectives of Unit 1. The page informs that the tasks in this unit are expected to make the students able to read and understand announcements and invitations, identify information and the social function of announcements and invitations.

2. Materials

The *Materials* page provides the learning materials which are designed in ten tasks. The following figure is the starting page of Unit 1 before entering the main activities in Unit 1.



Figure 12: The Beginning Page of Unit 1

After clicking the 'start' button, the students will go to the main activities which provide ten tasks. The following table provides the organization of the tasks in Unit 1.

Table 28: The Organization of the Tasks in Unit 1

| Task | Activity | Purpose |
|--------|---|--|
| Task 1 | Answering questions. | Recall students' background knowledge about announcements. |
| Task 2 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 3 | Deciding the statement whether it is true or false. | Check students' understanding about certain information. |
| Task 4 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 5 | Matching questions with their best answer. | Check students' understanding about W/H Question Words. |
| Task 6 | Answering questions. | Recall students' background knowledge about invitations. |
| Task 7 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |

| Task | Activity | Purpose |
|---------|---|--|
| Task 8 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 9 | Deciding the statement whether it is true or false. | Check students' understanding about certain information. |
| Task 10 | Answering questions in the form of multiple choice. | Check students' understanding about certain information. |

Further, the description of the tasks in this unit are described as follows:



Figure 13: The Lead-In Announcement Page

The figure above is a *Lead-In* activity. In this activity, students are asked to read the text in order to give the students an example of an announcement. After reading the announcement, students should click the 'next' button to go to the next page and do the activity in Task 1.

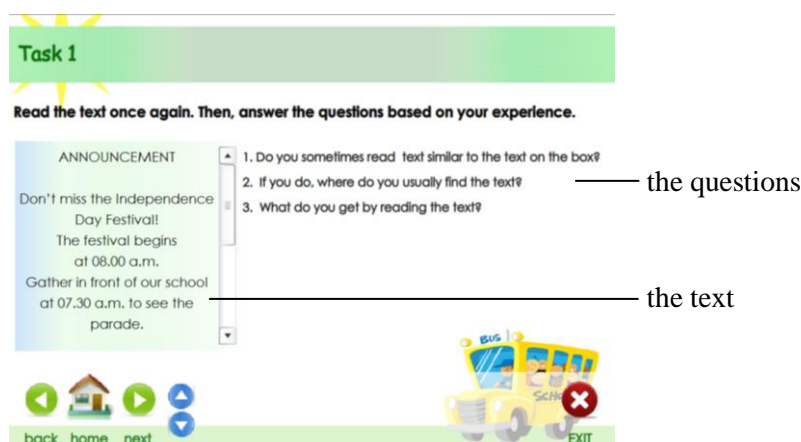


Figure 14: Task 1 of Unit 1

Figure 14 above presents the first task of Unit 1. There, we can see an announcement which has been presented before (in Lead-In activity). The students are asked to read the text again and then answer the three questions based on the students' experience orally. This activity is aimed to recall their background knowledge about announcements.



Figure 15: The Announcement of Task 2

Figure 15 presents an announcement which should be read by the students. After reading the text, the students are asked to do the activity in Task 2 (Figure 16). Here, students have to match some words with their best definition. This activity aims to enrich the students' vocabulary.

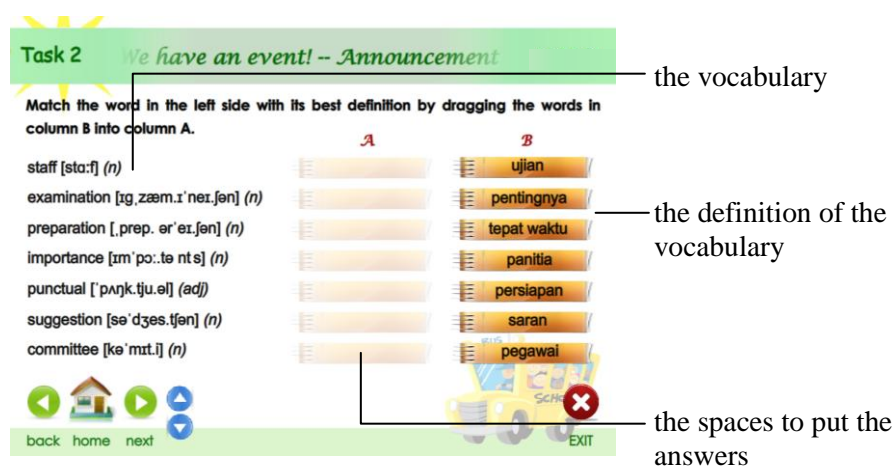


Figure 16: Task 2 of Unit 1



Figure 17: Explanation about Announcement

Figure 17 provides information about announcements. As can be seen in the figure above, there is information about the definition of an announcement. Additionally, there is information about where usually announcements can be found. The task is expected to make the students able to understand about announcements.



Figure 18: The Announcement of Task 3

Figure 18 presents an announcement text which can be used to do the activity in Task 3 (Figure 19). In Task 3, students are asked to decide whether the statement is true or false based on the text. Task 3 can be seen as follows:

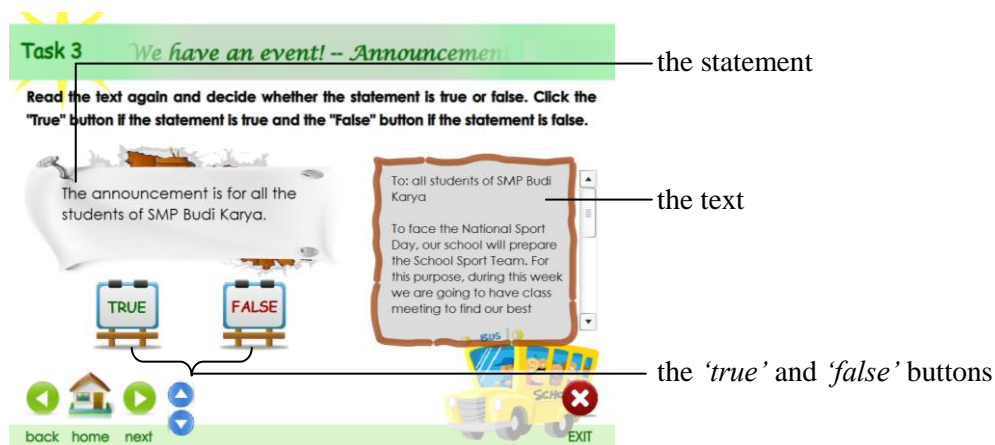


Figure 19: Task 3 of Unit 1

There are five statements which will appear one by one. After clicking the 'true' or 'false' button, there will appear the feedback whether the answer is true or false. At the end of this activity, the result of the students' works will be presented in the form of score. This task aims to check their understanding about the information in the text.



Figure 20: The Announcement of Task 4

Before doing the activity in Task 4 (Figure 21), students have to read an announcement presented in Figure 20 first. In task 4, the students are asked to match the best definition of each word. It is expected to enrich the students' vocabulary. Task 4 is presented as follows:

Task 4 *We have an event! -- Announcement*

Match the word in the left side with its best definition by dragging the word in column B into column A.

| | | |
|----------------------------|------------|-----------|
| member ['mem.bər] (n) | | |
| come [kʌm] (v) | | |
| join [dʒɔɪn] (v) | ikut serta | |
| training ['treɪ.nɪŋ] (n) | | pelatihan |
| attention [ə'ten.tʃən] (n) | perhatian | datang |
| talent ['tæl.ənt] (n) | | bakat |
| | | anggota |

back home next EXIT

Figure 21: Task 4 of unit 1

Take a note! *We have an event! -- Announcement*

Study the following explanation about W/H question words. Then do the exercise in Task 5.

| Question Word | Function | Example |
|---------------|--|---------------------------|
| what | asking for information about something | What is the book about? |
| when | asking about time | When did the class start? |
| where | asking in or at what place or position | Where do you go? |
| why | asking for reason | Why does she come late? |
| who | asking what or which person or people | Who wrote the letter? |
| which | asking about choice | Which pen do you use? |
| whose | asking about ownership | Whose are these papers? |
| how | asking about condition or quality | How was your exam? |

back home next EXIT

Figure 22: Explanation about W/H Question Words

Figure 22 presents a table which provides explanation about *W/H Question Words*. From the table presented in the page, students will know the *W/H Question Words* and the function of each word. Besides, there are some examples related to the words. The explanation in Figure 22 is expected to make students understand how to ask and respond to certain questions. After studying the explanation about *W/H Question Words*, students are expected to be able to do the activity in Task 5. The task is presented as follows:

Task 5 *We have an event! -- Announcement*

Read the text again, then match the questions in the left side with the appropriate answers provided in the red box by dragging the answers to the provided spaces.

1. Who is Mr. Robert?
 2. When is the regular football training held?
 3. Who is the announcement for?
 4. Where is the regular football training held?
 5. Who gave the announcement

a students' talent scout
 at 2.00 - 4.00 p.m.
 on the school field
 Mr. Robert
 all football club members

ANNOUNCEMENT
 To: All Football club members
 Come and join us for regular football training
 Every Monday and Saturday at 02.00 - 04.00 p.m. on the school field.

back home next

the questions

the text

the boxes for the answers

the options

Figure 23: Task 5 of Unit 1

Figure 23 (Task 5) is an activity where the students are asked to match the question in the left side with its best answer provided in the red box. It is aimed to check their understanding about the W/H Question Words.

Lead-In *We have an event! -- Invitation*

Read the following text. Then, answer the questions in Task 6.

The Managers and Headmistress of
BUDI LUHUR JUNIOR HIGH SCHOOL
 take pleasure in inviting you to the
Official Opening
 of the New School Buildings
 Imam Bonjol Street 43 B
 at 10.00 a.m. on Saturday, 10th September 2012
 Please RSVP before 3rd September 2012 by calling
 (0274) 556 773

Adapted from: <http://www.flickr.com>

back home next

EXIT

Figure 24: The Lead-In Invitation Page

Figure 24 above presents an invitation. Here, the students are asked to read the text carefully. It aims to give the students an example of an invitation. The following figure shows us what should students do after reading the text above.

Task 6 *We have an event! -- Invitation*

Read the text once again. Then, answer the questions based on your experience.

The Managers and Headmistress of BUDI LUHUR JUNIOR HIGH SCHOOL take pleasure in inviting you to the Official Opening of the New School Buildings

1. Do you sometimes read text similar to the text on the box?
2. If you do, where do you usually find the text?
3. What do you get by reading the text?

back home next



EXIT

Figure 25: Task 6 of Unit 1

The same as the activity in Task 1, in Task 6 (Figure 25) students are asked to answer the questions based on their experience in order to recall their background knowledge.

Task 7 *We have an event! -- Invitation*

Based on the text in Lead-In, match the following word in the left side with its best definition by dragging the words in column B into column A.

headmistress ['hed' mɪs.tres] (n)

invite [ɪnvaɪt] (v)

pleasure ['pleʒ.ər] (n)

building ['bɪl.dɪŋ] (n)

please [pli:z] (v)

call [kɔ:l] (v)

A

B

silakan

kepala sekolah

kesenangan

gedung

menghubungi

mengundang

back home next



EXIT

Figure 26: Task 7 of Unit 1

Task 7 (Figure 26) allows students to match the words with their best definition. This task is aimed to enrich students' vocabulary.

Figure 27 shows the explanation about invitations. From this page, the students will learn about invitations. The explanation consists of the definition, the function, and the components of an invitation. It aims to give information about an invitation. The page is presented as follows:

Take a note! *We have an event! -- Invitation*

Study the following explanation.

The text presented in Lead-In activity is called invitation. Invitation contains statements about certain events or occasions which is sent to invite someone to attend certain

back home next

EXIT

Figure 27: Explanation about Invitation

We have an event! -- Invitation

Read the following invitation. Then, match the word in Task 8 with its best definition.

The Music Department of Jayakarta Junior High School invites you to
ANNUAL MUSIC CONCERT 2012
 A concert of choral and instrumental works to celebrate the 10th anniversary of our school.
 Saturday, 19th September 2012 at 7.00 p.m. to 9.30 p.m.
 at School Auditorium
 The concert will be preceded by music parade at 5.00 p.m.
 Please RSVP before 10th September 2012 by calling
 (0274) 593 593

Adapted from: <http://ogrina.org>

back home next

EXIT

Figure 28: The Invitation of Task 8

Figure 28 provides an invitation. The students are asked to read the text in order to be able to do the activities in Task 8 and Task 9.

Task 8 *We have an event! -- Invitation*

Match the word in the left side with its best definition provided in the right side by dragging the word into the provided space.

| | | |
|-----------------------------------|-----------|--|
| department [dɪpɑːt.mənt] (n) | | |
| annual ['æn.ju.əl] (adj) | | |
| choral ['kɔːr.əl] (adj) | | |
| celebrate ['sel.i.breɪt] (v) | merayakan | |
| anniversary [ˌæn.ɪˈvɜː.sər.i] (n) | hari jadi | |
| parade [pəˈreɪd] (n) | | |

pawai
tahunan
bagian
paduan

back home next

EXIT

Figure 29: Task 8 of Unit 1

Task 8 (Figure 29) allows students to match the words with their best definition. This activity is also expected to enrich the students' English vocabulary.

Task 9 (Figure 30) presents a True/False activity. There are five statements which will appear one by one. The students are asked to decide the statements by clicking the 'true' button if the statement is true and the 'false' button if the statement is false. Task 9 is presented as follows:



Figure 30: Task 9 of Unit 1

At the end of the task, the result of the students' works will be presented. Here, the true and false answers are counted. There will appear the score of their works.



Figure 31: The Invitation of Task 10

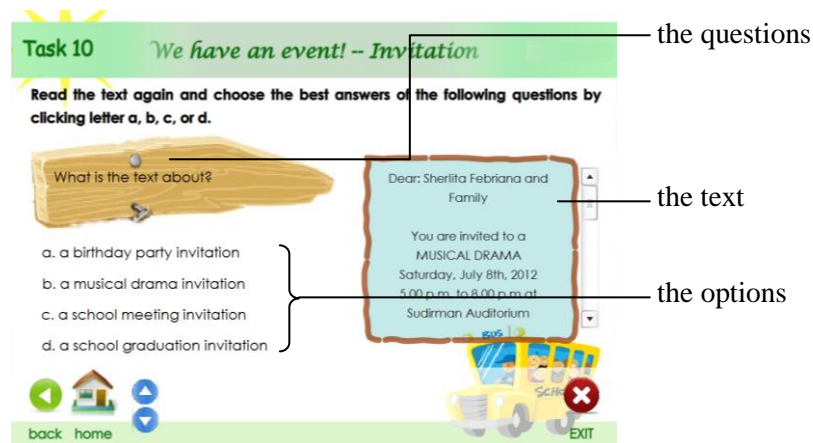


Figure 32: Task 10 of Unit 1

Task 10 (Figure 32) is the last task in Unit 1. There is a multiple choice activity. Students are asked to choose one of several options based on the text in Figure 31. The questions presented in Task 10 are based on the text in Figure 31 above. After answering all of the questions, students will know their score in the end of this activity.

3. Evaluation

Evaluation is designed to give more exercises for the students. In this unit, there are ten questions which cover reading materials related to *announcements* and *invitations*.



Figure 33: The Direction Page of Unit 1 Evaluation

Figure 33 above is the direction page of the evaluation. This is a starting page which provides a guidance for the users before they go to do the evaluation. The following figure is an example of the evaluation questions.

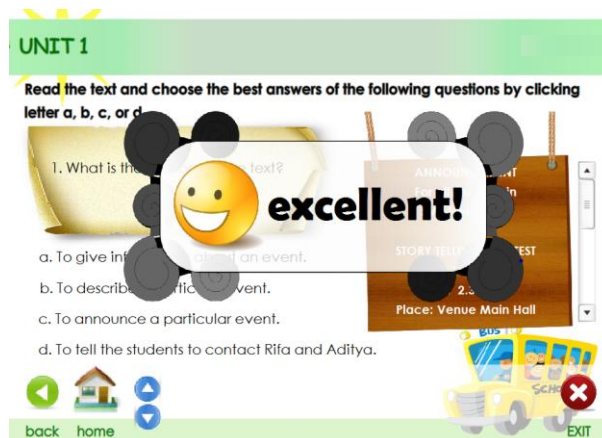


Figure 34: An Example of Evaluation Questions in Unit 1

In the evaluation, there are ten questions. Students are asked to click one of several options there. After clicking the option, there will appear the feedbacks of the students' choice. From the figure above, we can see the word 'excellent' which is as a feedback when the users choose the correct option. Additionally, the word 'poor' will appear when the answer is false. This activity aims to check their understanding about the texts that they read.

4. Vocabulary List

Vocabulary List page provides a list of vocabulary found in the texts in Unit 1. From the page, we can find the definition of the vocabulary used in the texts. Additionally, we can also find the part of speech of the words and the phonetic transcription which is used to inform how to pronounce the words. It aims to enrich their vocabulary and also to make them understand about the part of speech of each word and how to pronounce the words.



Figure 35: The Vocabulary List of Unit 1

b) Unit 2

After users clicking the title button of Unit 2, they will go to the *Menu Page* of this unit. Unit 2 is entitled '*What does he/she look like?*'. The topic of this unit is *People's Physical Appearance*. This unit covers materials about describing people's physical appearance, e.g. their height, weight, eyes, hair, etc.

Figure 36 below shows the *Menu Page* of Unit 2. The use of each menu is the same as the use of the menu in Unit 1, but the content of each menu is totally different. In this unit, the materials are developed in nine tasks. The *Menu Page* of Unit 2 is presented as follows:



Figure 36: The Menu Page of Unit 2

The *Menu Page* of Unit 2 consists of four menus. The description of each menu is described as follows:

1. Achievement Indicators

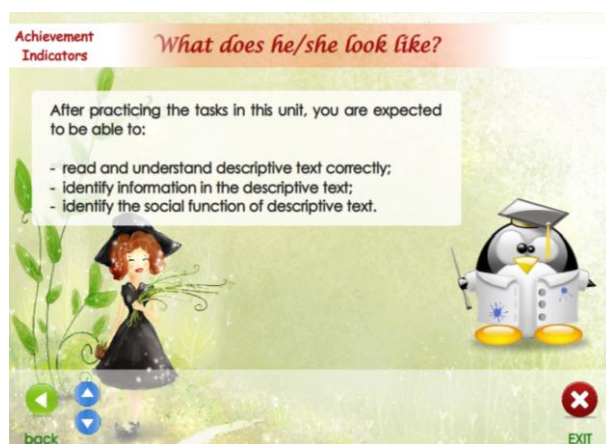


Figure 37: The Achievement Indicators of Unit 2

Figure 37 above presents the learning objectives of Unit 2. It aims to make students know what they have to learn and what they will achieve by learning through the tasks in Unit 2. The goals of this unit are students are expected to be able to read and understand descriptive texts, identify information and the social function of descriptive texts.

2. Materials



Figure 38: The Beginning Page of Unit 2

This unit discusses descriptive text which is focused on describing people's physical appearance. This unit covers some exercises and some explanations about describing people's physical appearance. The students have to click the '*start*' button to start learning and doing the exercises. The following table provides the organization of the tasks in Unit 2.

Table 29: The Organization of the Tasks in Unit 2

| Task | Activity | Purpose |
|-------------|--|--|
| Task 1 | Answering questions based on the photograph. | Recall students' background knowledge about describing people's physical appearance. |
| Task 2 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 3 | Matching pictures with their best description. | Check students' understanding about describing people's physical appearance. |
| Task 4 | Matching pictures with their best description. | Check students' understanding about describing people's physical appearance. |
| Task 5 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 6 | Deciding the statement whether it is true or false. | Check students' understanding about certain information. |
| Task 7 | Matching statements of describing people's appearance with their best questions of asking for people's appearance. | Check students' understanding about describing and asking for people's appearance. |
| Task 8 | Matching English vocabulary with their best synonym. | Enrich students' vocabulary. |
| Task 9 | Answering questions in the form of multiple choice. | Check students' understanding about certain information. |

Table 29 shows the organization of the tasks in Unit 2. There are nine tasks in this unit. Additionally, some explanations related to descriptive texts are also provided in order to help students to understand descriptive texts. Moreover, the materials of Unit 2 are described as follows:



Figure 39: Task 1 of Unit 2

Task 1 (Figure 39) is presented as a lead-in activity where we can see a photograph of an Indonesian famous artist, Agnes Monica. The students are asked to answer the questions orally. The photograph and the questions provided aim to recall the students' background knowledge.

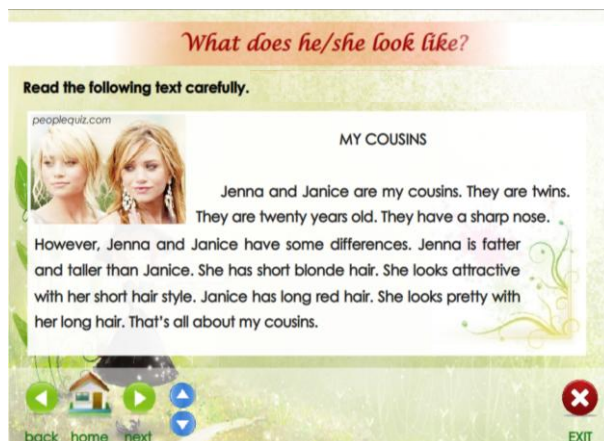


Figure 40: The Text of Task 2

Figure 40 presents a descriptive text entitled '*My Cousins*'. The text is presented in order to give an example of descriptive texts about people's physical appearance. In this task, the students have to read the text and then do the exercise in Task 2. The page of Task 2 can be seen as follows:



Figure 41: Task 2 of Unit 2

Task 2 (Figure 41) allows the students to match some words with their best definition. There are five words which have to be matched with their definitions provided in the right side of the page. The activity can enrich the students' vocabulary.

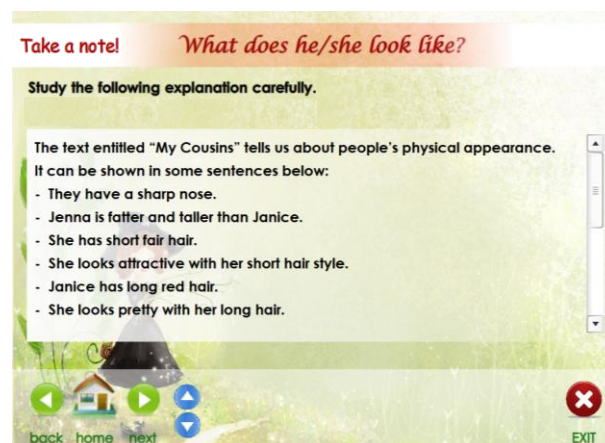


Figure 42: Explanation about Descriptive Text

After reading a descriptive text presented in Figure 40, students will learn more about descriptive text. In the first part, students have to identify some sentences in the text entitled '*My Cousins*' which are related to describing someone's physical appearance. Then, there is an explanation about the social function of descriptive text. Moreover, the generic structure is also explained.

Take a note!

Study the generic structure of the following text. Then, match the pictures in Task 3 with their best description.

MY COUSINS

Jenna and Janice are my cousins. They are twins.

They are twenty years old. They have a sharp nose. However, Jenna is fatter and taller than Janice. She has short fair hair. She looks attractive with her short hair style. Janice has long brown hair. She looks pretty with her long hair. That's all about my cousins.

Identification

Description

back home next EXIT

Figure 43: The Generic Structure of Descriptive Text

Figure 43 shows the generic structure of the text entitled '*My Cousins*'. From the page, students will know which part of the text which is categorized into the identification and which part is categorized into description.

Task 3 *What does he/she look like?*

Match the pictures in the boxes with the appropriate descriptions in the yellow box by dragging the descriptions into the provided boxes.

| | | | | |
|--|---------------|-------------|--------------|--------------|
| | | | | |
| | long red hair | a fat woman | a sharp nose | a tall woman |

back home next EXIT

Figure 44: Task 3 of Unit 2

In Task 3 (Figure 44), there are five different pictures which have different physical appearances. In the yellow box, there are some optional descriptions. The pictures should be matched with their best description provided in the yellow box. In short, in this task, students are asked to choose the best description of each picture. This activity aims to check their understanding about describing someone's physical appearance.



Figure 45: Examples of Describing People's Physical Appearance

Figure 45 provides some examples related to someone's physical appearance. There are five topics of physical appearances, they are: height, weight, hair, age, and eye. To connect with the explanation of the topics, students have to click the topic button to go to the explanation page. Here are some figures of the explanation pages of the five topics:



Figure 46: Examples of Describing Someone's Height

Figure 46 is a page which provides some examples about how to describe someone's height. Pictures are also provided in order to give students the clear illustration.



Figure 47: Examples of Describing Someone's Weight

Figure 47 provides examples about how to describe someone's weight.



Figure 48: Examples of Describing Someone's Hair

Figure 48 provides examples about how to describe someone's hair.



Figure 49: Examples of Describing Someone's Age

Figure 49 above provides examples of describing about someone's age, while Figure 50 provides examples of describing someone's eye.



Figure 50: Examples of Describing Someone's Eye

It can be concluded that these examples can help students describe someone's physical appearance. Additionally, after choosing a topic, the students will go to the explanation page. When they want to go back to the options, they have to click the 'back' button.

After studying some examples of describing someone's physical appearance, students are expected to be able to do the activity in Task 4 which is presented as follows:



Figure 51: Task 4 of Unit 2

Task 4 (Figure 51) consists of two pages. The figure above is one of the pages. In this task, students should match the pictures with the best description provided in the green box. The other page of Task 4 also has the same activity, but with different pictures and descriptions. It aims to check their understanding of describing people.



Figure 52: The Text of Task 5

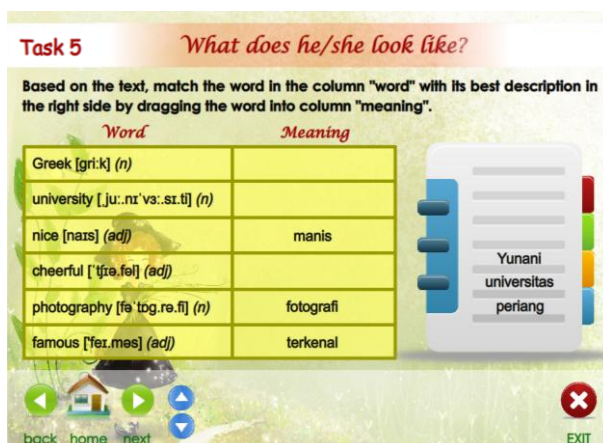


Figure 53: Task 5 of Unit 2

Figure 52 is a page which consists of a text entitled '*A Greek Girl*', while Task 5 (Figure 53) provides some words found in the text in Figure 52 which should be matched with their best definition based on the context.



Figure 54: Task 6 of Unit 2

In Task 6 (Figure 54), students have to read the text entitled '*A Greek Girl*' again and decide whether the statement is true or false. At the end of the activity, there will appear the score. This task is expected to make students understand some important information from the text.



Figure 55: Examples of Describing and Asking for People's Appearance

Figure 55 provides an explanation about how to ask and describe someone's physical appearance. There are some examples of asking someone's appearance and also some examples of describing someone's appearance. After studying the explanation, students should be able to ask and describe someone's appearance.

Task 7 *What does he/she look like?*

Match the appropriate questions provided in the box with the following statements.

| | |
|---------------------------------|-------------------------------|
| 1. _____ | My brother is 26 years old. |
| 2. _____ | I'm 173 cm (five feet eight). |
| 3. What colour is Julia's hair? | Julia has red hair. |
| 4. What does he look like? | He is tall and very handsome. |
| 5. _____ | No, she wears contact lenses. |

Does she wear glasses?
How old is your brother?
How tall are you?

back home next EXIT

Figure 56: Task 7 of Unit 2

Task 7 (Figure 56) provides five statements which are related to how to describe someone's appearance and also five questions on how to ask for someone's appearance. In this task, students are asked to match the statements with the appropriate question provided in the board.

What does he/she look like?

Read the following text carefully. Then, match the words in Task 8 with their best synonym.

My Uncle

My Uncle, Martin, is my mother's elder brother. He is a textile engineer. He is an expert in solving problems with machines. He is a very interesting man. He lives quite near from us with my Aunt, Angela, and my cousins, Anne and Bob. I often go to his house.

He is about 45 years old with grey hair. He is tall and still quite good-looking. He has a sharp nose and blue eyes. He wears glasses. He is short sighted. He takes them off when he doesn't work.

back home next EXIT

Figure 57: The Text of Task 8

In Task 8 (Figure 58), students should match the words in the left side with their best synonym provided in the blue boxes. There are five words which are taken from a text presented in Figure 57. Task 8 is presented as follows:



Figure 58: Task 8 of Unit 2

Task 9 (Figure 59) is the last task in Unit 2. Here, students are asked to choose one of several options based on the text. At the end of the activity, there will appear the result of the students' works in the form of score.

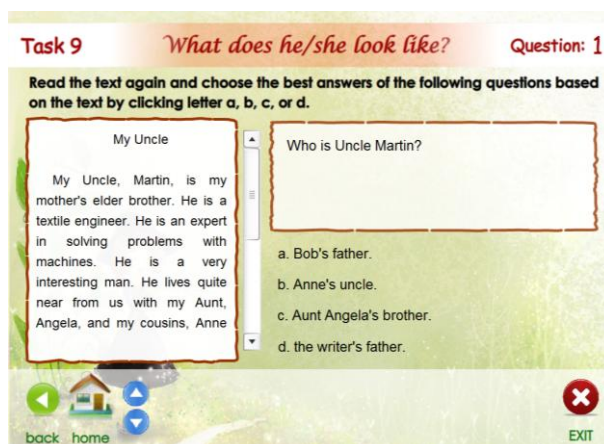


Figure 59: Task 9 of Unit 2

3. Evaluation

There are ten questions which cover descriptive texts. Figure 60 provides a guidance for the users about the evaluation. To start doing the evaluation, users have to click the 'Let's go!' button. The direction page of the evaluation is presented as follows:



Figure 60: The Direction Page of Unit 2 Evaluation

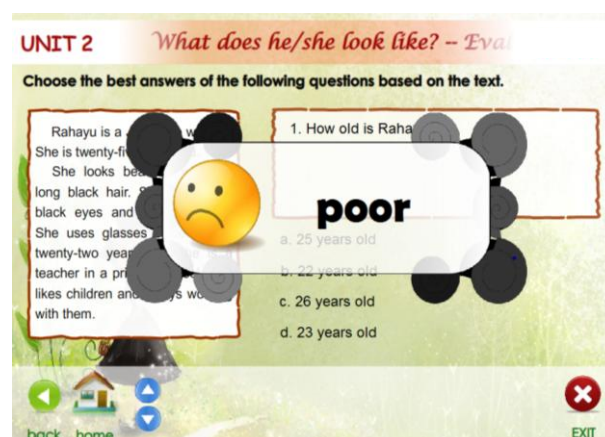


Figure 61: An Example of Evaluation Question in Unit 2

Figure 61 shows an example of the evaluation questions. The word 'poor' is appeared as a feedback for the wrong choice.

4. Vocabulary List

The *Vocabulary List* presents a list of English vocabulary found in the materials in Unit 2. It is presented in order to give students information related to the vocabulary used in the materials in Unit 2. There are presented the part of speech, the phonetic transcription, and also the definition of the words. The *Vocabulary List* page is presented as follows:

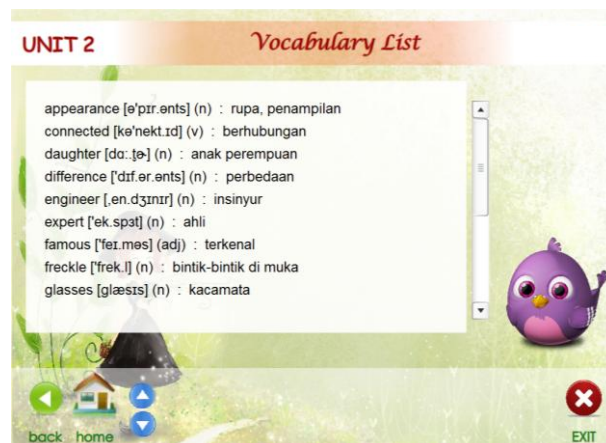


Figure 62: The Vocabulary List of Unit 2

c) Unit 3

The *Menu Page* of Unit 3 will appear after users click the title button of Unit 3. This unit is entitled '*We had a great time!*'. The topic of this unit is *Vacation*, so that the materials in this unit are related to vacation experiences. The following figure shows the menu page of Unit 3.



Figure 63: The Menu Page of Unit 3

The *Menu Page* of Unit 3 above also consists of four menus. Each menu will be described as follows:

1. Achievement Indicators



Figure 64: The Achievement Indicators of Unit 3

The *Achievement Indicators* page of Unit 3 also describes the learning objectives of Unit 3. Figure 64 above describes that the materials in this unit are expected to make the students able to read and understand recount texts, identify information and identify the social function of recount texts.

2. Materials

The following figure shows the beginning page of Unit 3:

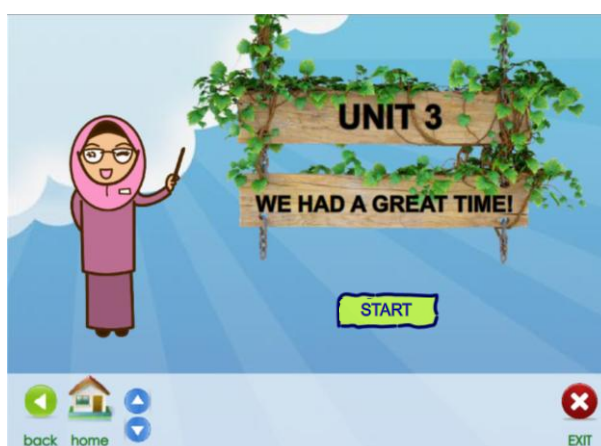


Figure 65: The Beginning Page of Unit 3

From the screen above, it can be seen that the title of Unit 3 is '*We had a great time!*'. The materials in this unit are related to someone's past experiences. There are nine tasks in this unit. The organization of the tasks in this unit is presented as follows:

Table 30: The Organization of the Tasks in Unit 3

| Task | Activity | Purpose |
|-------------|---|--|
| Task 1 | Answering questions based on the photograph. | Recall students' background knowledge about describing people's physical appearance. |
| Task 2 | Deciding the statement whether it is true or false. | Check students' understanding about certain information. |
| Task 3 | Completing the generic structure of a recount text. | Check students' understanding about the generic structure of recount texts. |
| Task 4 | Completing a diagram. | Check students' understanding about the events of recount texts. |
| Task 5 | Matching English vocabulary with their best definition. | Enrich students' vocabulary. |
| Task 6 | Answering questions in the form of multiple choice. | Check students' understanding about certain information. |
| Task 7 | Classifying regular and irregular verbs. | Check students' understanding about regular and irregular verbs. |
| Task 8 | Completing a recount text. | Check students' understanding about the use of verbs (past form). |
| Task 9 | Arranging jumbled sentences to form a good story. | Check students' understanding about the organization of recount texts. |

Table 30 presents the organization of the tasks in Unit 3. The table shows the activity and the goal of each task. The description of each task will be described as follows:



Figure 66: Task 1 of Unit 3

The same as the activity in Task 1 of Unit 2, Task 1 of Unit 3 also provides a photograph which is related to vacation. Besides, it provides some questions which should be answered by the students orally. This page is as a lead-in activity before the students go to the next tasks. The photograph and the questions aim to recall the students' background knowledge.

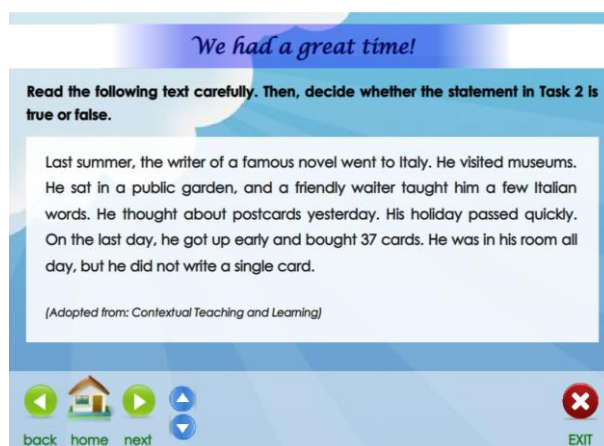


Figure 67: The Text of Task 2

Figure 67 is a page which provides a text about someone's vacation experiences. Here, the students have to read the text carefully and understand all of the information in the text. Then, they are asked to do the activity in Task 2 which is presented as follows:

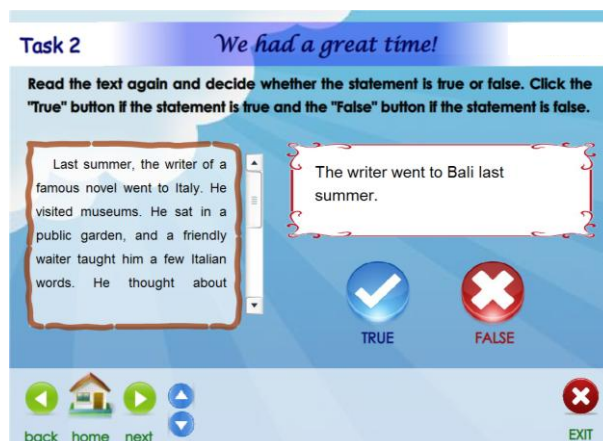


Figure 68: Task 2 of Unit 3

Task 2 (Figure 68) provides five statements which will appear one by one. Here, students are asked to decide whether the statement is true or false. Students have to click the 'true' button if the statement is true and the 'false' button if the statement is false. At the end of this activity, there is presented the score of the students' works.

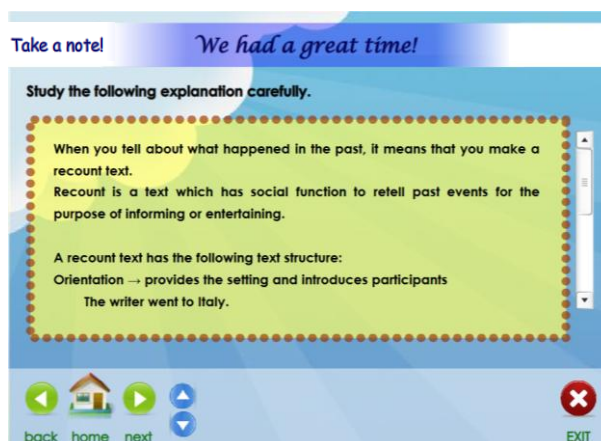


Figure 69: Explanation about Recount Text

Figure 69 provides an explanation about recount texts. There are a definition of recount texts and also the generic structure of recount texts. The text presented in Figure 67 is used as an example which the text is divided into some parts according to the generic structure of recount texts.



Figure 70: The Text of Task 3

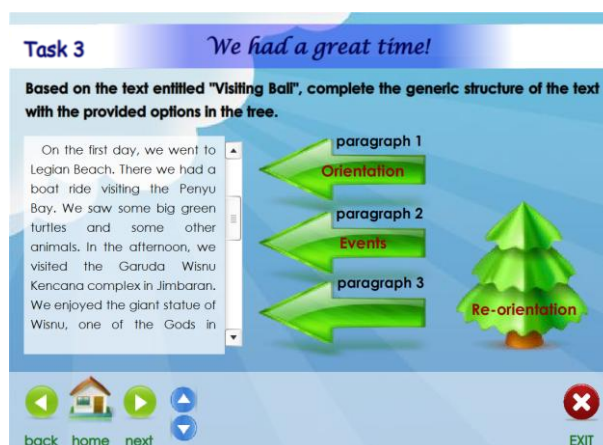


Figure 71: Task 3 of Unit 3

Figure 70 provides a recount text entitled '*Visiting Bali*'. Here, the students should read the text carefully, so that they will be able to do the next tasks which are related to the text. After reading the text presented in Figure 70, in Task 3 (Figure 71), students are asked to identify the generic structure of the text entitled '*Visiting Bali*'. They have to decide which part is the *orientation*, *events*, and *re-orientation* based on the explanation in Figure 69. The activity in Task 3 aims to make students understand about the generic structure of a recount text.

Task 4 *We had a great time!*

Read the text once again. Then, complete the diagram with the provided options in the yellow box sequentially.

kinds of souvenirs in this place. We also visited the Kedaton forest in Tabanan and enjoyed the sunset in Tanah Lot. On the last day of our visit in Bali, we enjoyed the morning walk at Kuta Beach.

The visit to Bali was really hard to forget.

Where did they go?

| First Day | Second Day | Third Day |
|-----------|------------|-----------|
| | | |

Kedaton Forest Kuta Beach Legian Beach
 Sukowati Market Garuda Wisnu Kencana Jimbaran Beach
 Tanah Lot

back home next EXIT

Figure 72: Task 4 of Unit 3

In Task 4 (Figure 72), students should read the text entitled '*Visiting Bali*' again. Then, they are asked to complete the diagram with some places provided in the yellow box. They should consider which places that the participants visited at the first day, second day, and third day. They have to find the answers in the text presented in the left white box. This task aims to make them more careful in finding certain information.

We had a great time!

Read the following text carefully. Then, match the words in Task 5 with their definition.

MY TRIP TO JOGJA

Last weekend, Siska and I went to Jogjakarta. We stayed at Dirgahayu Hotel which was not far from Malioboro.

First, we visited the temples of Prambanan. There were three big temples, Brahmmana, Syiwa and Wisnu temples. They were really amazing. We visited only

id.wikipedia.org

back home next EXIT

Figure 73: The Text of Task 5

Figure 73 above shows us the other recount text which tells about vacation experience. The text is entitled '*My Trip to Jogja*'. As usual, students should read and understand the text. Then, they are asked to do the

next activity in Task 5 (Figure 74) which is still related to the text. In Task 5, students have to match some words taken from the text in Figure 73 with their best definition. Task 5 can be seen as follows:

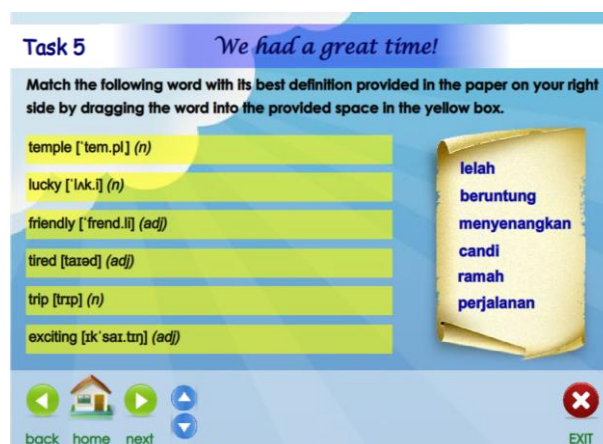


Figure 74: Task 5 of Unit 3

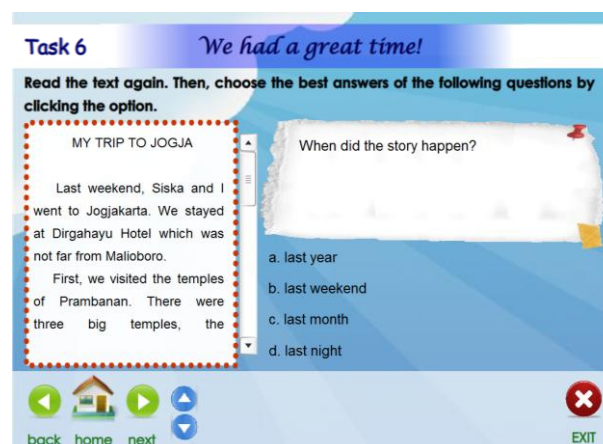


Figure 75: Task 6 of Unit 3

The activity in Task 6 (Figure 75) is still related to the text entitled 'My Trip to Jogja'. In this task, students are asked to read the text again and then choose the best answer of several options. There are five questions which are expected to check their understanding about the information in the text. Moreover, the result of the students' works will be presented at the end of the activity.

Take a note! *We had a great time!*

Study the following explanation.

From the texts in Task 4 entitled "Visiting Bali", we will find the sentences:

- We **went** to Bali by plane.
- The visit to Bali **was** really hard to forget.

Those words coloured in red show us that the stories above happened in the past, so that the stories use the **Simple Past Tense**. It is divided into two kinds:

1. Simple Past "regular/irregular verbs"

Subject + Verb II (simple past) + Complement

Extra examples:

- You **walked** very quickly last night. (regular verb)
- I **came** late yesterday. (irregular verb)

(continued)

back home next EXIT

Figure 76: Explanation about Past Tense

Actually, there are two pages of the explanation page (Figure 76). The figure above is one of them. They provide some explanations related to language function of a recount text. There is an explanation about 'Simple Past Tense' which consists of an explanation about 'Simple Past (regular/irregular verb)' and about 'Simple Past (to be)'. There are also some additional information related to recount texts.

Task 7 *We had a great time!*

Classify the following words into regular or irregular verb by dragging the word.

| Regular Verb | | Irregular Verb |
|--------------|---------------|----------------|
| 1. | bring [brɪŋ] | 1. |
| 2. | sail [seɪl] | 2. |
| 3. | watch [wɒtʃ] | 3. |
| 4. | cut [kʌt] | 4. |
| 5. | dance [dɑːns] | 5. |
| | take [teɪk] | |
| | make [meɪk] | |
| | wash [wɒʃ] | |
| | see [siː] | |
| | join [dʒɔɪn] | |

back home next EXIT

Figure 77: Task 7 of Unit 3

In Task 7 (Figure 77), students have to classify some words into *regular* or *irregular* verb. It aims to check their understanding about regular and irregular verb.

Task 8 *We had a great time!*

Complete the following text with the suitable word in the box by dragging the word.

Camping

Last weekend, my friends and I _____ camping in Kaliurang. We went there for three days. We _____ the camping ground after we _____ for about one and a half hour from the parking lot.

In the camping ground, we _____ the camp next to a small river. It _____ getting darker and colder, so we built a fire camp.

The next day, we _____ our time observing plantation and insects while the girls _____ preparing meals. After that, we went to the river and _____ some fish for supper. At night, we _____ a fire camp night and _____ so many songs together.

On Monday, we _____ our bags and _____ ready to go home on Monday.

| | | | | | |
|---------|--------|-------|------|-------|--------|
| caught | walked | got | were | built | packed |
| reached | sang | spent | went | held | was |

Figure 78: Task 8 of Unit 3

In Task 8 (Figure 78), students will find a text which is not complete yet. The title of the text is '*Camping*'. Here, students are asked to complete the text with the verbs (past form) provided in the box. This task aims to make them know the appropriate verb which is used in a certain blank space.

Task 9 *We had a great time!*

Arrange the following jumbled sentences to form a good story by dragging the sentence to the pink box.

Last Sunday, Linda and I went to the zoo.

The zoo was very crowded.

The holiday was very exciting for me.

First, we saw some lions in a very big cage.

Finally, we went to see some beautiful birds.

Then, we took some pictures with a snake.

Figure 79: Task 9 of Unit 3

Task 9 (Figure 79) is the last task in this unit. There are some jumbled sentences provided in the right side which should be arranged to form a good story. They have to rearrange the sentences by dragging them into the pink boxes. It aims to check their understanding about the organization of a recount text. After finishing the task, they have to click the '*back to menu*' button to go back to the menu page.

3. Evaluation

In the evaluation page, there are also ten questions which cover recount texts. After doing the evaluation, the students are expected to be able to comprehend recount text and also find the important information from the texts. Figure 80 below shows the beginning page of the evaluation which presents some directions related to the guidance to do the evaluation.

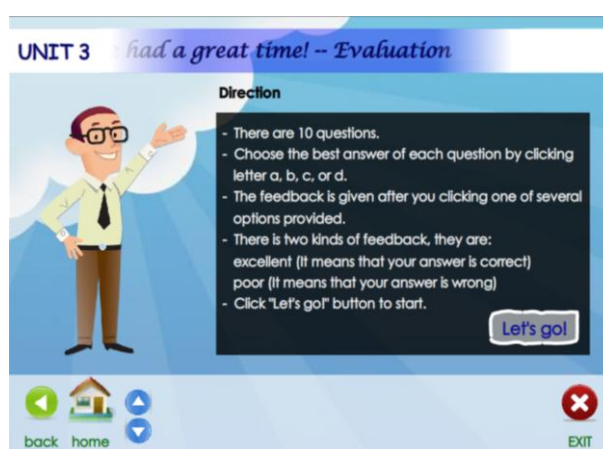


Figure 80: The Direction Page of Unit 3 Evaluation

After the users click the 'Let's go!' button in the page above, they will go to the evaluation page which provides ten evaluation questions. The following figure is an example of the questions in the evaluation of Unit 3.

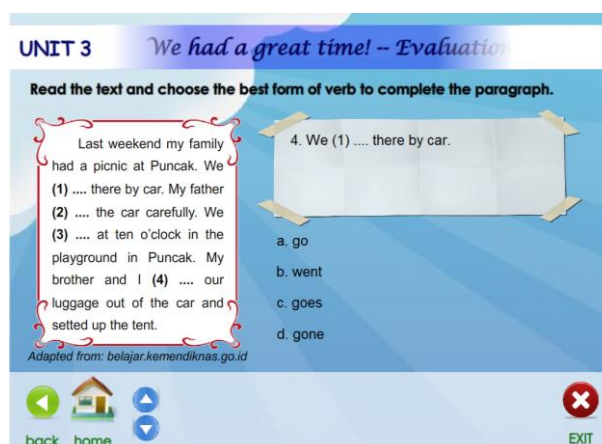


Figure 81: An Example of Evaluation Questions in Unit 3

4. Vocabulary List

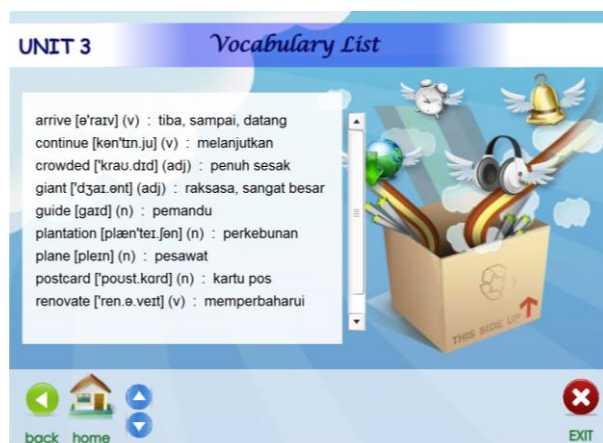


Figure 82: The Vocabulary List of Unit 3

The *Vocabulary List* page in Unit 3 also provides a list of English vocabulary used in the materials in Unit 3.

3) Semester Review

The *Semester Review* page is an evaluation activity which consists of twenty questions. The evaluation covers all of the materials learned before, i.e. materials in Unit 1, Unit 2, and also Unit 3. The texts presented in the evaluation are texts which are related to functional texts (in the form of announcements and invitations), descriptive texts (describing people's physical appearance), and recount texts (telling past vacation experience).

After clicking the '*Semester Review*' button, the users will find the beginning page of the evaluation. The page provides clear information about the directions on what should students do in doing the evaluation. The following figure shows the beginning page of the *Semester Review* page:

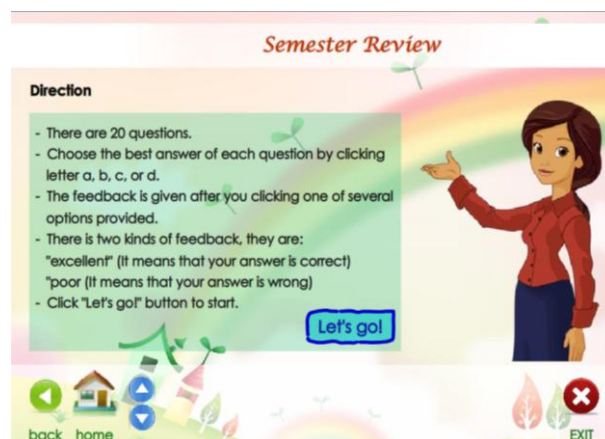


Figure 83: The Beginning Page of Semester Review

To start the evaluation, students have to click the 'Let's go!' button. Then, they will find the evaluation questions. Figure 84 below is an example of the questions in the evaluation.

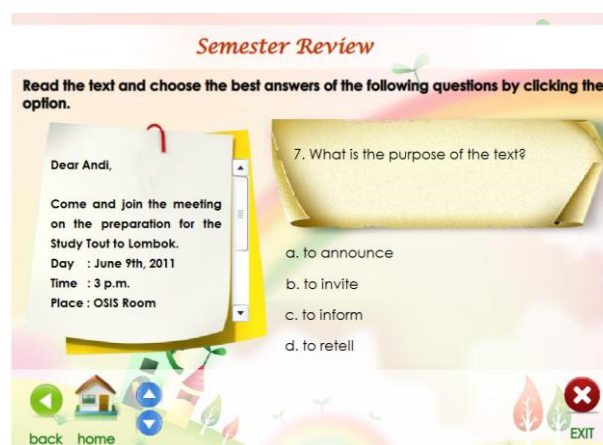


Figure 84: An Example of Evaluation Questions in Semester Review

4) Developer

Developer page provides information about the developer of the interactive multimedia. The following figure shows the *Developer* page:



Figure 85: The Developer Page of the Interactive Multimedia

Figure 85 above shows the photograph of the developer, the logo of Yogyakarta State University, the name of the developer, the email address of the developer, and the year when the interactive multimedia is developed.

5) References

References page presents some materials sources which are used in the interactive multimedia. There are some materials which are adopted and adapted from some sources, e.g. books and the Internet. Figure 86 below shows the *References* page:



Figure 86: The References Page of the Interactive Multimedia

6. The Validation by the Experts

After the first draft of the interactive multimedia was completely developed, the next step is conduct a validation of the developed multimedia. The multimedia should be validated in order to check whether the multimedia is ready to be used by the students or not. The validation is done by a content expert and a multimedia expert. The description of the validation of the interactive multimedia are be described as follows:

a) Validation by the Content Expert

The content expert deals with the content of the materials in the interactive multimedia. Some comments and suggestions are given from the content expert. The following table presents some revisions related to the content of the materials in the interactive multimedia.

Table 31: The Evaluation Related to the Content Aspect

| Part needed revision | Screen | Comments / Suggestions |
|-------------------------------|---|--|
| the first and third questions | Unit 1 → Task 1 and Task 6 | The first and third questions should be revised. |
| the word 'blonde' in the text | Unit 2 → Task 2 | The word ' <i>blonde</i> ' should be changed with another word which is more appropriate. |
| the participant of the text | Unit 3 → Task 3 | The participant (colleagues) should be changed. So it will be more close to the students daily life. |
| the instruction | Unit 1 → Lead-In announcement and Lead-In invitation, Task 2, Task 3, and Task 4 Unit 2 → Task 2 and the explanation about descriptive text. | Revise the instructions. |

| Part needed revision | Screen | Comments / Suggestions |
|--|---|---|
| the sentence used to explain the learning objectives | Achievement Indicators in each unit | The use of sentence 'After practicing the tasks' is better to be replaced with 'After learning through the tasks' |
| the 'Direction' button | Home Page | The name 'Directions' button is better to be replaced with 'User Guide'. |
| the 'Materials' button | Home Page | Change the name of 'Materials' button. |
| the 'START' button | Beginning (Starting) Page in each unit | Change the name of 'start' button to make it different with the button in the Title Page. |
| grammar and word choice | Unit 1 → the explanation, Task 3 Unit 3 → Task 3 Direction Page | Check the grammar and the word choice. |
| the feedbacks | T/F activity and multiple choice activity Evaluation Page and Semester Review Page | The words 'excellent' and 'poor' in the feedback should be replaced with the more appropriate words. |

From the table above, there are some comments and suggestions from the content expert in order to make the product of interactive multimedia better. The comments and suggestions from the content expert are used to revise the product.

b) Validation by the Media Expert

The media expert's duty is to validate the developed interactive multimedia and to give comments or suggestions on the quality of the multimedia. The suggestions or the comments are presented in the following table.

Table 32: The Evaluation Related to the Media Aspect

| Part needed revision | Screen | Comments / Suggestions |
|------------------------|---------------------|---|
| the 'Developer' button | Home Page | Change the name of 'Developer' button. |
| the photograph | Menu Page of Unit 1 | Change the photograph which is more relevant. |

| Part needed revision | Screen | Comments / Suggestions |
|--------------------------------|---|---|
| the 'start' button | Beginning (Starting) Page in every unit | Change the font colour to make it different with the other. |
| texts presentation | Unit 1 → Lead-In | Make the presentation more interesting. |
| the vocabulary | some tasks | Add the recording of the words. |
| the buttons | Unit 2 → the explanation topics | Change the colour of the topics buttons. |
| the 'true' and 'false' buttons | Unit 2 → Task 6 Unit 3 → Task 2 | Change the symbols used in the 'true' and 'false' buttons. |

Table 32 above presents some comments or suggestions from the media expert on the developed multimedia. Moreover, the media expert said that the presentation of the interactive multimedia is good. The comments or suggestions given aim to make the quality of the product better.

7. The Revision Using Feedbacks Obtained

After the first draft of the developed interactive multimedia had been evaluated by the experts, the next step is revising the product using the feedbacks obtained from the experts. Based on the comments or suggestions in Table 31 and Table 32 above, the product had been revised in some parts. The following tables present the revisions related to the content aspect and media aspect.

Table 33: The Revisions Related to the Content

| Comments / Suggestions | Action |
|--|---|
| The first and third questions should be revised. | Revising the questions. 1. Do you sometimes read text similar to the text on the box? ↓ <i>Do you sometimes read a text similar to the text on the box?</i> 3. What do you get by reading the text? ↓ <i>What information do you get by reading the text?</i> |

| Comments / Suggestions | Action |
|---|--|
| The word ' <i>blonde</i> ' should be changed with another word which is more appropriate. | Changing the word 'blonde' with 'fair'. She has short blonde hair. ↓ <i>She has short fair hair.</i> |
| The participant (colleagues) should be changed. So it will be more close to the students daily life. | Changing the participant with the one who is close with the students' daily life. colleagues → <i>friends</i> |
| Revise the instructions. | Revising the instructions in some tasks. |
| The use of sentence 'After practicing the tasks' is better to be replaced with 'After learning through the tasks' | Changing the sentence. After practicing the tasks ↓ <i>After learning through the tasks</i> |
| The 'Directions' button is better to be replaced with 'User Guide'. | Changing the name of the button. Directions → <i>User Guide</i> |
| The 'Materials' button is better to be replaced with the other word. | Changing the name of the button. Materials → <i>Topics</i> |
| The 'start' button in the is better to be replaced with the other word, so it will be not same as the button in the Title Page. | Changing the name of the button. Start → <i>Let's learn</i> |
| Check the grammar and the word choice again. | Checking the grammar and the word choices. |
| The words 'excellent' and 'poor' in the feedback should be replaced with the more appropriate words. | Changing the feedbacks. excellent → <i>corret</i> poor → <i>wrong</i> |

Table 33 above shows the actions taken after the evaluation by the content expert. The comments and suggestions given by the expert are used as a consideration to revise the product. Besides, the suggestions and comments from the media experts are also used to revise the technical quality of the product. Table 34 below shows the actions taken perceiving the comments and suggestions from the media expert.

Table 34: The Revisions Related to the Media

| Comments / Suggestions | Action |
|---|--|
| Change the name of 'Developer' button. | Changing the name of 'Developer' button into 'About the Author'. |
| Changed the photograph which is more relevant with the topic and title. | Changing the photograph in the Menu Page of Unit 1 with the more relevant one. |
| Change the font colour to make it different with the other. | Changing the font colour in the 'start' button. black colour → <i>blue and green</i> |
| Make the presentation more interesting. | Revising the texts presentation. |
| Add the recording of the words. | Adding the recording on how to pronounce the words (vocabularies). |
| Change the colour of the topics buttons. | Changing the colour of the button. white → <i>green</i> It needs to be changed in order to make the buttons more attractive. |
| Change the symbols used in the 'true' and 'false' buttons. | Changing the 'true' and 'false' symbols. |

In conclusion, Table 33 and Table 34 describe the actions taken after considering some comments and suggestions from the content expert and also from the media expert. After revising the product using the comments and suggestions obtained, it will produce the second draft of the interactive multimedia.

8. The Second Draft of the Interactive Multimedia

The second draft of the product is developed after revising the first draft using the comments and the suggestions obtained from the experts. There are some revisions, both the content and media aspects. However, the interactive multimedia still consists of three main components: *Title Page*, *Home Page*, and *Menu Page*. Some parts (screens) of the interactive multimedia which need revisions are described as follows:

a. Title Page

There is no further revision related to the page. It still provides the title of the interactive multimedia, the logo of Yogyakarta State University, the name and also the student number of the author, the English Education Department and the Faculty of Languages and Arts, the year of the multimedia developed, and also the 'START' button. The users should click the 'START' button to go to the *Home Page* in the next page.

b. Home Page

The *Home Page* still provides five main buttons. There are some changes related to the name of the buttons. The following figure shows the *Home Page* of the second draft:

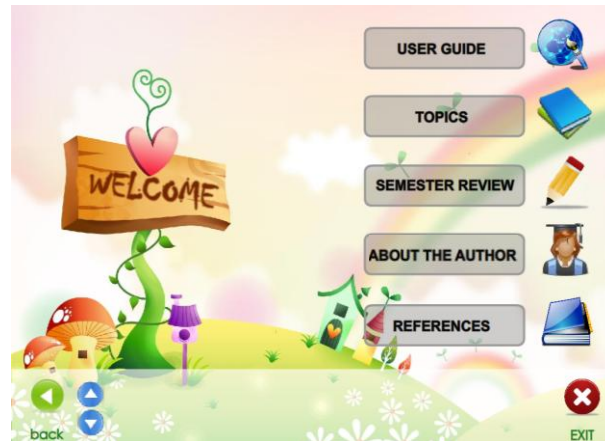


Figure 87: The Home Page of the Second Draft

In the first draft of the multimedia, it provides 'Directions' button, 'Materials' button, 'Semester Review' button, 'Developer' button, and 'References' button. In the second draft, the name of 'Directions' button is changed into 'User Guide' button. The page still provides information related to the navigation system which informs the functions of the symbols used in the

multimedia. The '*Materials*' button is changed into '*Topics*' button which still provides materials used to help students in learning English. The '*Developer*' button is changed into '*About the Author*'. To connect with the contents of each button, the users should click the button they wants.

1) User Guide

In the first draft, the '*User Guide*' button is called '*Directions*' button. There is only additional symbol and its function which is used to play the recording of the vocabulary. The change can be seen as follows:

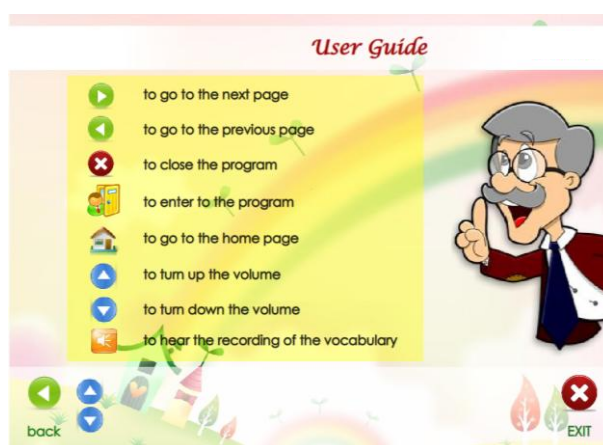


Figure 88: The User Guide Page

2) Topics

In the first draft of the multimedia, the '*Topics*' button is called '*Materials*' button. There is no revision of this page. It provides the materials of the multimedia which consist of three units. The units are described as follows:

a. Unit 1

There is no revision related to the title and the topic of this unit. The title of this unit is '*We have an event!*' and the topic is *School Life*. Some revisions of Unit 1 will be described as follows:

1. Achievement Indicators

The page presents the learning objectives of Unit 1 where the students are expected to be able to read and respond to short functional texts in the forms of announcements and invitations, identify information and social function of announcements and invitations. The revisions of this page can be illustrated as follows:



Figure 89: The Achievement Indicators of Unit 1 (2nd Draft)

2. Materials

Unit 1 still consists of ten tasks. Following is the figure of the beginning page before entering the main materials in this unit:



Figure 90: The Beginning Page of Unit 1 (2nd Draft)

There is a little change related to the name of the button. In the first draft of this multimedia, the name of the button is '*START*' button. In the second draft, the name is changed into '*Let's learn!*' button. The users should click the button to go to the main materials in this unit. Some revisions related to the materials in this unit will be described as follows:

The first revision is related to the instruction in the *Lead-In* activity. The revision in the page can be seen as follows:

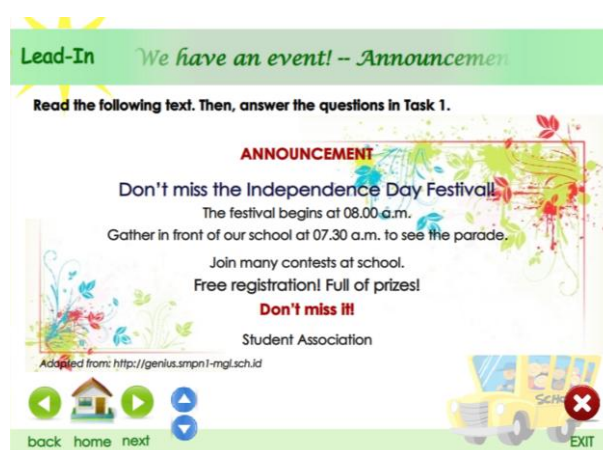


Figure 91: The Lead-In Announcement Page (2nd Draft)

Then, the first and third questions of Task 1 are revised to make the questions more understandable. The revisions can be seen as follows:

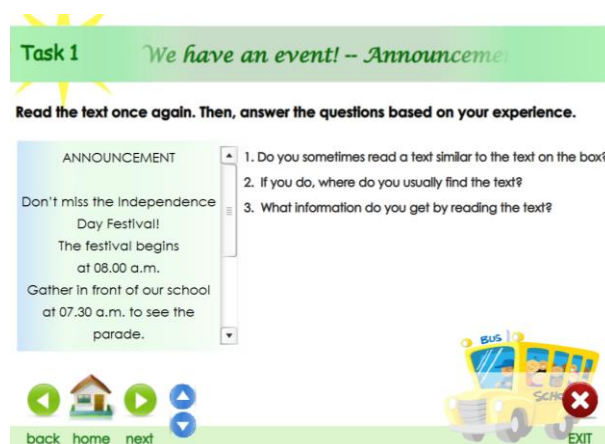


Figure 92: Task 1 of Unit 1 (2nd Draft)

The instruction in the text page of Task 2 (Figure 93) is revised by adding additional instruction which is aimed to help students understanding what should they do after reading the text.

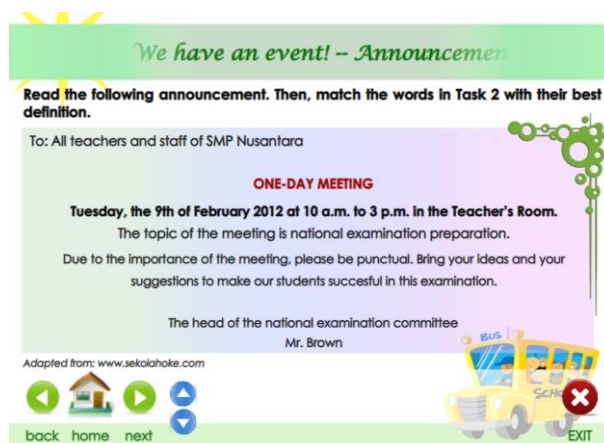


Figure 93: The Text of Task 2 of Unit 1 (2nd Draft)

In Task 2 (Figure 94), there is an additional button which is used to check the pronunciation of the words. In order to play the recording of the words, the users should click the button. Following figure shows Task 2:



Figure 94: Task 2 of Unit 1 (2nd Draft)

Some grammatical errors in the explanation page are revised. The revisions can be seen as follows:



Figure 95: Explanation about Announcement (2nd Draft)

The instructions in the text page of Task 3 (Figure 96) and Task 4 (Figure 97) are revised based on the experts suggestions. Here, the instructions are completed with additional instruction on what the students should do after reading the texts. The revisions of the instructions in Task 3 and Task 4 can be seen as follows:



Figure 96: The Text of Task 3 of Unit 1 (2nd Draft)



Figure 97: The Text of Task 4 of Unit 1 (2nd Draft)

In task 4 (Figure 98), there is also an additional button which is used to check the pronunciation of the words provided in the page. Further, the activity is the same, the students should match the words with their best definition by dragging the definition in the column 'B' into the column 'A'. The page can be seen as follows:

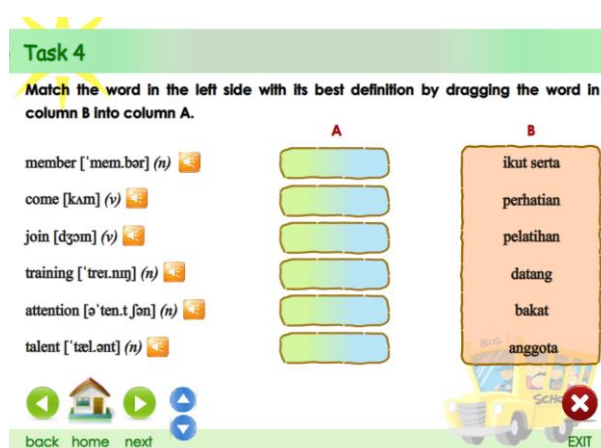


Figure 98: Task 4 of Unit 1 (2nd Draft)

The same as the revisions in Task 1, some questions in Task 6 (Figure 99) also need revisions. The page can be seen as follows:

Task 6 *We have an event! -- Invitation*

Read the text once again. Then, answer the questions based on your experience.

The Managers and Headmistress of BUDI LUHUR JUNIOR HIGH SCHOOL take pleasure in inviting you to the Official Opening of the New School Buildings

1. Do you sometimes read a text similar to the text on the box?
2. If you do, where do you usually find the text?
3. What information do you get by reading the text?

back home next

Figure 99: Task 6 of Unit 1 (2nd Draft)

Task 7 (Figure 100) and Task 8 (Figure 101) are also revised by adding the recording button in order to help students to check the pronunciation of the words.

Task 7 *We have an event! -- Invitation*

Based on the text in Lead-in, match the following word in the left side with its best definition by dragging the words in column B into column A.

headmistress ['hed'mis.tres] (n)

invite ['ɪnvait] (v)

pleasure ['pleʒ.ər] (n)

building ['bɪl.dɪŋ] (n)

please [pli:z] (v)

call [kɔ:l] (v)

A

back home next

B

silakan

kepala sekolah

kesenangan

gedung

menghubungi

mengundang

Figure 100: Task 7 of Unit 1 (2nd Draft)

Task 8 *We have an event! -- Invitation*

Match the word in the left side with its best definition provided in the right side by dragging the word into the provided space.

department [dɪpɑ:tmənt] (n)

annual ['æn.ju.əl] (adj)

choral ['kɔ:ɪ.əl] (adj)

celebrate ['sel.i.breɪt] (v)

anniversary [ˌæn.ɪ'vɜ:s.ser.i] (n)

parade [pə'reɪd] (n)

back home next

B

merayakan

hari jadi

pawai

tahunan

bagian

paduan

Figure 101: Task 8 of Unit 1 (2nd Draft)

3. Evaluation

In the evaluation section, there are some revisions related to the grammar and the word choices. Besides, some questions also need revisions. Those are some revisions related to the evaluation section of Unit 1. However, there is no more revision related to the contents and the number of the questions. There are ten questions which cover about announcement and invitation.

4. Vocabulary List

There is no revision in this page. It provides a list of vocabulary found in the materials in Unit 1. Additionally, the part of speech, the phonetic transcription, and the definition of the words are presented there. The page is designed in order to provide students some unfamiliar words found in Unit 1. So, the students can check the meaning, the part of speech, and the phonetic transcription of a certain word easily.

In conclusion, those are some revisions in Unit 1. Some revisions in this unit are based on the comments and suggestions from the content and media experts. Therefore, the revisions cover the materials or contents aspect and the media or design aspect. Moreover, there is no more revision in Unit 1.

b. Unit 2

There is no revision related to the title and the topic of this unit. The title of this unit is '*What does he/she look like?*' and the topic is *People's Physical Appearance*. Some revisions of Unit 2 are described as follows:

1. Achievement Indicators

The page presents the learning objectives of Unit 2 where the students are expected to be able to read and respond descriptive text, identify information and social function of descriptive text. The revisions of this page can be illustrated as follows:



Figure 102: Achievement Indicators of Unit 2 (2nd Draft)

2. Materials

Unit 2 still consists of nine tasks which discuss descriptive text. Some comments and suggestions from the experts are considered to revise the first draft. Here, the second draft of the multimedia is. The revisions in Unit 2 will be described as follows:



Figure 103: The Beginning Page of Unit 2 (2nd Draft)

There is a revision related to the name and the colour of the button. In the first draft of this multimedia, the name of the button is '*START*' button and the colour of the font in the button is black. In the second draft, the name is changed into '*Let's learn!*' button, while the font colour is changed into green. The users should click the button to go to the main materials in this unit.



Figure 104: The Text of Task 2 of Unit 2 (2nd Draft)



Figure 105: Task 2 of Unit 2 (2nd Draft)

The text page of Task 2 (Figure 104) also needs revisions related to the instruction and the word choice. Task 2 (Figure 105) is revised by adding the recording button to check the pronunciation of the words presented.

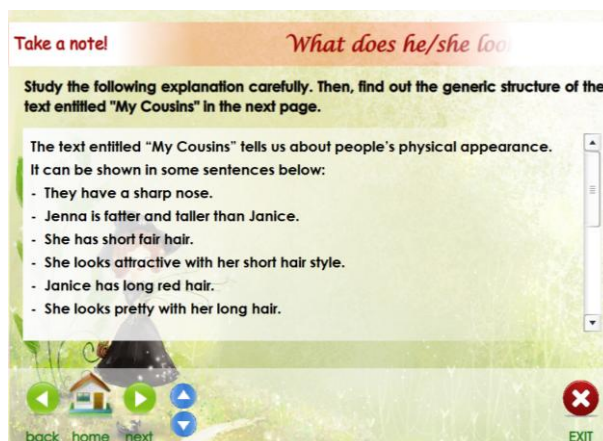


Figure 106: Explanation about Descriptive Text (2nd Draft)

The instruction in Figure 106 is revised in order to make the instruction clearer, so the students will not find difficulty in understanding what should they do.



Figure 107: The Examples of Describing People (2nd Draft)

In Figure 107, there are five topics of people's physical appearance. The revision is changing the colour of the topics buttons. In the first draft, the colour of the buttons is white. Then, it is changed into green. It is aimed to highlight the buttons.

Task 5 (Figure 108) is revised by adding the recording button to check the pronunciation of each word. To play the recording, users should click the button.

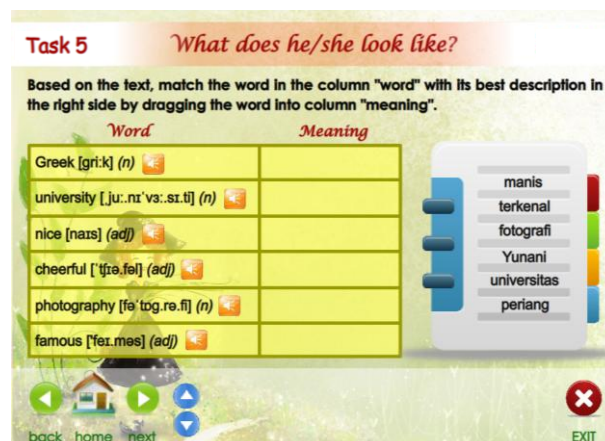


Figure 108: Task 5 of Unit 2 (2nd Draft)

The symbols of the 'true' and the 'false' buttons in Task 6 (Figure 109) are changed. The symbols are changed because the symbol of the 'false' button used before is similar to the 'exit' button. Therefore, it is changed in order to make it different. The page after revision is illustrated as follows:



Figure 109: Task 6 of Unit 2 (2nd Draft)

There is a little change in Task 8 (Figure 110). Like the other tasks, Task 8 is revised by adding the recording button to check the pronunciation of the words.



Figure 110: Task 8 of Unit 2 (2nd Draft)

In conclusion, those are some revisions in Unit 2. There are some revisions related to the grammar and word choice. Besides, some tasks are also revised by adding recording button which is used to check the pronunciation of words provided in the tasks. Moreover, there are also some revisions related to the change of symbols and button.

3. Evaluation

In the evaluation section, there are some revisions related to the grammar and the questions. Those are some revisions related to the evaluation section of Unit 1. There are still ten questions which cover about descriptive text.

4. Vocabulary List

It is a page which provides a list of vocabulary found in the materials in Unit 2. Additionally, the part of speech, the phonetic transcription, and the definition of the words are presented there. Moreover, there is no revision related to this page.

In conclusion, those are the descriptions of the second draft of Unit 2. Some revisions in this unit are based on the comments and suggestions from the content and media experts. Therefore, the revisions cover the materials or contents aspect and the media or design aspect.

c. Unit 3

There is no revision related to the title and the topic of this unit. The title of this unit is '*We had a great time!*' and the topic is *Vacation*. Some revisions of Unit 3 are described as follows:

1. Achievement Indicators

The page presents the learning objectives of Unit 3 where the students are expected to be able to read and respond recount text, identify information and social function of recount texts. The revisions of this page are related to the appropriateness of the phrases used in the text. Besides, there is also a revision related to the word choice. The page after the revision is illustrated as follows:



Figure 111: Achievement Indicators of Unit 3 (2nd Draft)

2. Materials

Unit 3 has nine tasks which cover recount texts. There are some examples, exercises, and also explanations related to recount texts. After the first product of the multimedia is validated by the experts, there are some revisions in Unit 3. The revisions of Unit 3 are described as follows:



Figure 112: The Beginning Page of Unit 3 (2nd Draft)

In this page, there is a little change related to the name and the font colour of the button. The name is changed into 'Let's Learn!' and the font colour is changed into blue. Besides, there is a change in the symbols of the 'true' and the 'false' buttons in Task 2 (Figure 113). Task 2 is presented as follows:

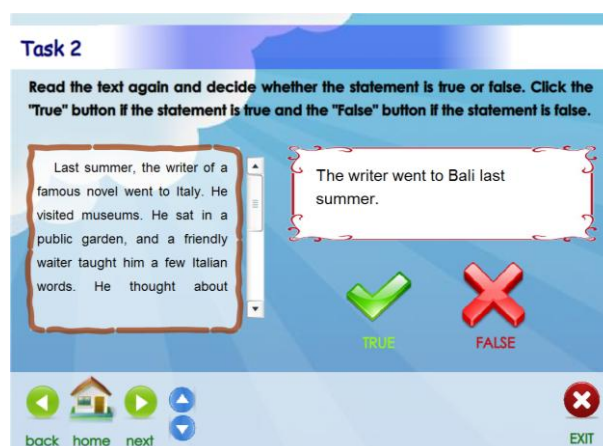


Figure 113: Task 2 of Unit 3 (2nd Draft)



Figure 114: The Text of Task 3 of Unit 3 (2nd Draft)

The text page of Task 3 (Figure 114) is revised in some parts. The first is the revision in the instruction. The instruction is completed in order to make it clearer. Then, the participant in the story is also changed. Before, one of the participants is 'my colleagues', then it is replaced with 'my friends'. It is aimed to make the story closer with the students' daily life.

Task 5 (Figure 115) is revised by adding the recording button which is used to help students checking how to pronounce the words. To play the recording, students should click the button. Task 5 after revision is presented as follows:

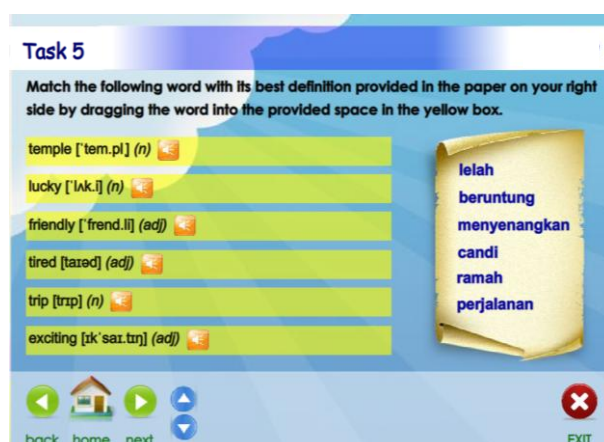


Figure 115: Task 5 of Unit 3 (2nd Draft)

Those are some revisions in Unit 3. There are only some revisions in this unit. The revisions are only in some parts related to the grammar, word choice, the name of the button, the use of symbols in the buttons, and also additional recording button.

3. Evaluation

Some revisions of this section are related to the grammar and the appropriateness of the questions. Some questions are revised based on the suggestions from the experts. However, there is no further revision. There are still ten questions which cover about recount text.

4. Vocabulary List

In this page, there is no revision. It is a page which provides a list of vocabulary found in the materials in Unit 3. It is completed with the definition of each word. Besides, the part of speech and the phonetic transcription of the words are also provided there. It help students when they find difficulty in finding or pronouncing some words.

3) Semester Review

It is a page which enables students to have extra practices by doing some questions in the forms of multiple choice. There are twenty questions which cover all of the materials discussed in the three units. The questions cover materials related to short functional text in the forms of invitation and announcement, descriptive text, and recount text. There is only some revisions related to the use of grammar and word choice. Besides, some questions are also revised. Moreover, those are the description and the revisions of the *Semester Review* page.

4) About the Author

The page enables users to get information about the author of the interactive multimedia. There is no revision related to the content of this page. The change is only in the title of the page. Before, the page is entitled *About the Developer*, then it is changed into *About the Author*. From the page, users will find the photograph, the name, the student number of the author, and the year when the interactive multimedia is developed.

5) References

The page provides a list of materials sources which are used in the interactive multimedia. In the second draft of the multimedia, there are some additional materials sources.

In conclusion, the descriptions above are some revisions of the interactive multimedia which are based on the comments and suggestions from the materials expert and the media expert. Here, the second draft of the interactive multimedia is produced. Those descriptions above only present some parts of the second draft, while the whole parts of the second draft can be seen in Appendix E.

9. The Try-Out

After the second draft of the interactive multimedia had been produced, it was implemented to the students of class VIII D in SMP Negeri 2 Depok which consisted of 36 students. There were three units which were tried-out. The try-out was conducted on 25th, 26th, and 27th September 2012. The user guide, the learning objectives, and the kinds of activities were explained to the students before they did the tasks. In the process of the try-out, both the researcher and the

teacher were not involved much because it was a self-access learning materials. Here, the students were given opportunities to operate the interactive multimedia individually. They were free to choose the materials that they wanted. However, they were allowed to discuss with their friends.

After the students learned the materials in the interactive multimedia, the try-out questionnaire was distributed to the students. It was used to obtain the students' responses and feedbacks towards the interactive multimedia. The try-out questionnaire covered two aspects, they were content and media aspect. The results of the try-out towards the interactive multimedia are explained as follows:

a. The Data of the Content Aspect

One of the aspects in the try-out questionnaire is content aspect. The content aspect consists of eight statements which are aimed to find out whether the contents of the materials in the interactive multimedia are appropriate or not. The following table shows the students' agreement related to the content aspect:

Table 35: The Data of the Content Aspect

| Statement | Score | | | | | Total Score | Mean | Category |
|---|-------|---|---|----|----|-------------|------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| The materials in the interactive multimedia help students to learn functional text, descriptive text, and recount text. | - | - | 2 | 27 | 7 | 149 | 4.14 | good |
| The materials in the interactive multimedia meet the students' needs. | - | - | 5 | 21 | 10 | 149 | 4.14 | good |
| The materials in the interactive multimedia are easy to understand. | - | 1 | 2 | 19 | 14 | 154 | 4.28 | very good |

| Statement | Score | | | | | Total Score | Mean | Category |
|---|-------|---|---|----|----|-------------|------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| The topics used are interesting and close to the students' daily life. | - | - | - | 32 | 4 | 148 | 4.11 | good |
| The language used in the interactive multimedia is easy to understand. | - | - | 4 | 23 | 9 | 149 | 4.14 | good |
| The activities in the interactive multimedia are interesting. | - | 1 | 1 | 28 | 6 | 147 | 4.08 | good |
| The activities are presented in a good order, that is from the easy to the difficult. | - | - | 4 | 29 | 3 | 143 | 3.97 | good |
| The activities in the interactive multimedia improve the students' reading ability. | - | - | - | 25 | 11 | 155 | 4.30 | very good |

As can be seen in Table 35 above, the mean ranges from 3.97 to 4.30. It implies that from the content aspect, the developed materials in the interactive multimedia are appropriate for the eight grade students. Further, an interview is conducted in order to get more detail information about the interactive multimedia from the content aspect.

1) The Suitability of the Materials with the Standard of Competence

The result of the try-out questionnaire shows that the materials in the interactive multimedia are suitable with the standard of competence of reading. There are three kinds of texts which are discussed, they are: short functional texts in forms of announcements and invitations; descriptive texts; and recount texts. The mean is 4.14 which is categorized into 'good'. The data from the try-out questionnaire is supported by the following interview:

-
- R : *Menurut kalian, materi pada multimedia interaktif tersebut gimana? Apakah dapat membantu kalian belajar mengenai teks fungsional, teks descriptive, dan teks recount? (What do you think about the materials in the interactive multimedia? Does the interactive multimedia help you to learn about functional texts, descriptive texts, and recount texts?)*
- S1 : *Iya, miss. Saya jadi lebih paham apa itu functional text, descriptive text, dan recount text. (Yes, it does. I become more understand what functional texts, descriptive texts, and recount texts are.)*
- S2 : *Membantu banget soalnya di sana udah ada penjelasan sama contoh-contoh juga sih. (It helps me so much because there are also some explanations and the examples.)*
-

2) The Suitability of the Materials with the Students' Needs

Based on the data from the try-out questionnaire, the materials in the interactive multimedia are appropriate with the students' needs which are close to their daily life. It can be seen from the mean 4.14 which is categorized into 'good'. The quatitative data is supported by the qualitative data as follows:

-
- R : *Apakah materi-materi yang ada di multimedia interaktif tersebut udah sesuai sama kebutuhan kalian? (Are the materials in the interactive multimedia appropriate with your needs?)*
- S1 : *Udah kok miss. (Yes, they are.)*
- S2 : *Iya, udah kok. Saya sering liat teks-teks seperti yang ada di media itu. Jadi, kalau suatu saat menjumpai teks-teks seperti yang ada di multimedia itu, kita jadi nggak bingung lagi, miss. (Yes, they are. I usually find texts similar to the texts in the multimedia. So, when we find texts similar to the texts in the multimedia, we are not confused, miss.)*
-

3) The Appropriateness of the Content

The mean is 4.28, so that it can be said that the materials in the interactive multimedia are appropriate for the students. In the other words, the students agree that the materials in the interactive multimedia are easy to understand. Moreover,

the data will be supported by the students' agreement which is obtained by interviewing the students. Following is the result of the interview:

-
- R : *Materinya mudah dipahami nggak?* (Are the materials easy to understand?)
 S1 : *Mudah kok miss, soalnya materinya sederhana jadi nggak terlalu susah.* (Yes, they are. The materials are simple, so they are not too difficult.)
 S2 : *Iya, miss gampang kok. Saya juga nggak kesulitan buat ngikutinnya.* (Yes, they are. I do not find any difficulties in learning the materials.)
-

4) The Appropriatenes of the Topics

Based on the data from the try-out questionnaire, it can be concluded that the topics used in the materials are interesting and also close to the students daily life. It can be seen from the mean 4.11 which is categorized into 'good'. Besides, the students' agreement related to the topics can be seen as follows:

-
- R : *Kalau topik-topiknya bagaimana? Apakah topik-topiknya menarik dan sesuai sama kehidupan sehari-hari kalian?* (How about the topics? Are the topics interesting and appropriate with your daily life?)
 S1 : *Menurut saya sih topik-topiknya menarik, miss. Contohnya yang di Unit 1 kan mempelajari soal announcement sama invitation tuh. Kalau di sekolah kan sering ada event-event juga, jadi menurut saya sesuai sih.* (I think the the topics are interesting, miss. For example in Unit 1, it discusses announcement and invitation. Usually, there are many events which are held at school, so I think the topics are appropriate.)
 S2 : *Iya, udah sesuai kok. Unit 2 kan membahas tentang bagaimana cara untuk mendeskripsikan orang, nah kita kan sering memakainya.* (Yes, they are. Unit 2 discusses how to describe people, while we usually use the expressions.)
 R : *Kalau topik Unit 3 bagaimana?* (How about the topic of Unit 3?)
 S1 : *Udah sesuai kok, miss. Menarik juga sih menurutku.* (I think it is appropriate and also interesting.)
 S2 : *Iya, udah kok, miss.* (Yes, I think so.)
-

5) The Appropriateness of the Language Used in the Materials

From Table 35 above, the mean is 4.14 which is categorized into ‘good’. It implies that the language used in the materials is easy to understand. It is supported by the interview below.

-
- R : *Bahasanya mudah dipahami nggak?* (Is the language easy to understand?)
- S1 : *Iya, mudah, miss. Kadang ada juga kata-kata yang belum familiar, tapi setelah dicari tau maksudnya jadi paham.* (Yes, it is. Sometimes, there are some unfamiliar words, but I become understood after I find the definition of the words.)
- S2 : *Menurut saya juga mudah, miss.* (I think, it is easy too.)
-

6) The Appropriateness of the Activities

Based on the students’ agreement obtained from the try-out questionnaire, the students agree that the activities in the interactive multimedia are interesting. It can be seen from the mean, that is 4.08 which is categorized into ‘good’. Additionally, an interview is conducted in order to support the data.

-
- R : *Bagaimana dengan aktivitas-aktivitasnya? Apakah aktivitas-aktivitasnya menarik?* (How about the activities? Are the activities interesting?)
- S1 : *Menurut saya sih cukup menarik, miss. Biasanya kan cuma ngerjain LKS aja.* (I think the activities are interesting enough. Usually, we only do the students’ worksheet.)
- S2 : *Cukup menarik kok, miss. Aktivitasnya macem-macem jadi nggak ngebosenin.* (They are interesting enough. There are various activities, so that the materials are not boring.)
-

7) The Appropriateness of the Activities Arrangement

From Table 35, the mean related to the order of the activities is 3.97 which is categorized into ‘good’. It can be said that the students agree that the activities

in the materials are arranged in a good order, that is arranged from the easy activity to the more complex one. Further, the qualitative data from the interview which support the quantitative data are presented as follows:

-
- R : *Bagaimana dengan urutan penyusunan aktivitasnya? Apakah aktivitasnya disusun dari yang mudah ke yang sulit?* (How about the order of the activities? Are the activities ordered from the easy to the more difficult one?)
- S1 : *Iya, penyusunannya udah cukup baik kok, miss.* (Yes, they are. The order of the activities is good enough.)
- S2 : *Udah pas lah, miss.* (The order of the activities is appropriate.)
-

8) The Appropriateness of the Activities to Improve the Students' Reading Ability

Based on the data from the try-out questionnaire, the students agree that the activities are appropriate for the students in order to improve their reading ability. It can be seen from the mean, that is 4.30 which is categorized into 'very good'. The students' agreement is supported by the following qualitative data from the interview:

-
- R : *Apakah aktivitas-aktivitas di multimedia tersebut dapat meningkatkan kemampuan membaca kalian?* (Can the activities in the interactive multimedia improve your reading ability?)
- S1 : *Bisa banget, miss. Disana kan ada penjelasan-penjelasan sama latihannya juga, jadi bisa buat belajar reading.* (Yes, they can. In the multimedia, there are some explanations and also exercises, so it can be used to learn reading.)
- S2 : *Iya, miss. Aktivitas-aktivitasnya membantu banget deh.* (Yes, they can. The activities help me so much.)
-

In conclusion, those are the results of the data analysis related to the content aspect of the interactive multimedia. The quantitative data can be seen in Table 35 which present the results of the try-out questionnaire. The mean ranges from 3.97 to 4.30, so that it can be said that from the content aspect, the materials in the interactive multimedia are appropriate for the students. The quantitative data from the try-out questionnaire are supported by the qualitative data from the interview. Here, the researcher interviews two students to get more detail information about the materials. From the explanation above, the students agree that the contents of the materials in the interactive multimedia are suitable and appropriate for them.

b. The Data of the Media Aspect

The other aspect of the interactive multimedia is media aspect. There are eleven statements which are aimed to find out whether the design of the interactive multimedia are appropriate or not. Table 36 shows the students agreement related to the media aspect:

Table 36: The Data of the Media Aspect

| Statement | Score | | | | | Total Score | Mean | Category |
|--|-------|---|---|----|----|-------------|------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| The backgrounds of the multimedia are good. | - | - | - | 24 | 12 | 156 | 4.30 | very good |
| The font size is appropriate, so it is easy to read. | - | - | - | 30 | 6 | 150 | 4.17 | good |
| The font style is appropriate, so it is easy to read. | - | - | - | 32 | 4 | 148 | 4.11 | good |
| The combination of the font colour and the background is good. | - | - | 1 | 34 | 1 | 144 | 4.00 | good |

| Statement | Score | | | | | Total Score | Mean | Category |
|---|-------|---|---|----|----|-------------|------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| The pictures are interesting. They support the topics, so they help the students to understand the materials. | - | - | - | 33 | 3 | 147 | 4.08 | good |
| The backsound is good and not annoying. | - | - | 2 | 34 | - | 142 | 3.94 | good |
| The interactive multimedia is easy to be operated. | - | - | - | 27 | 9 | 153 | 4.25 | very good |
| The navigation system is easy to be operated. | - | - | 1 | 31 | 4 | 155 | 4.30 | very good |
| The interactive multimedia helps the students to understand the materials easier and more interesting. | - | - | - | 25 | 11 | 155 | 4.30 | very good |
| The interactive multimedia motivates the students in learning English. | - | - | - | 21 | 15 | 159 | 4.42 | very good |
| The students can operate the interactive multimedia independently. | - | - | 1 | 25 | 10 | 153 | 4.25 | very good |

Table 36 shows that the mean ranges from 3.94 to 4.42. It can be said that from the media aspect, the developed interavtive multimedia is appropriate. Besides, an interview is conducted in order to get more detail information about the appropriateness of the interactive multimedia from the media aspect. The more detail information related to the media aspect of the interactive multimedia will be described as follows:

1) The Appropriateness of the Background

From Table 36 above, we can see that the mean is 4.30. It can be concluded that the students agree that the backgrounds of the interactive multimedia are interesting and appropriate. The data from the try-out questionnaire is supported by the interview which is presented as follows:

-
- R : *Menurut kalian, background yang digunakan pada multimedia interaktif ini gimana?* (What do you think about the backgrounds used in this interactive multimedia?)
- S1 : *Menurut saya si udah bagus, miss. Background-nya menarik.* (I think the backgrounds are good, miss. They are interesting.)
- S2 : *Background-nya colourful, miss. Bagus lah pokoknya.* (The backgrounds are colourful, miss. They are good.)
- R : *Background di interaktif multimedia ini kan ada empat macam tuh, menurut kalian gimana?* (There are four different backgrounds used in the interactive multimedia, what do you think about that?)
- S1 : *Bagus sih, miss. Kalau background-nya beda-beda kan kita jadi nggak bosen.* (That is good, miss. When the backgrounds are different, we become not bored.)
- S2 : *Iya, jadi nggak monoton juga, miss.* (Yes, it also makes the multimedia not monotonous.)
-

2) The Appropriateness of the Font Size

Based on the students agreement which can be seen in Table 36 above, the mean is 4.17 which is categorized into ‘good’. It implies that the students agree that the font size used in the interactive multimedia is appropriate, so that the letters can be read easily. The quantitative data from the try-out questionnaire will be supported by the qualitative data from the interview which are presented as follows:

-
- R : *Kalau ukuran hurufnya gimana? Tulisannya mudah buat dibaca nggak?* (How about the font size? Are the fonts easy to read?)
- S1 : *Ukurannya udah pas kok, jadi mudah dibaca.* (The font size is appropriate, so the fonts are easy to read.)
- S2 : *Iya, miss. Menurut saya ukurannya juga udah pas dan gampang dibaca juga.* (Yes, miss. I think the font size is also appropriate and easy to read.)
-

3) The Appropriateness of the Font Style

The students agree that the font styles used in the interactive multimedia are appropriate. It can be seen from its mean, that is 4.11 which is categorized into 'good'. The statement can be supported by the students agreement from the try-out questionnaire which can be seen in Table 36 above. Further, the qualitative data from the interview are also presented to support the quantitative data. The qualitative data can be seen as follows:

-
- R : *Terus, jenis huruf yang digunakan di multimedia ini gimana? Tulisannya mudah dibaca nggak?* (Then, how about the font styles used in this interactive multimedia? Are the fonts easy to read?)
- S1 : *Menurut saya jenis hurufnya sederhana, jadi tulisannya mudah dibaca, miss.* (I think the font styles are simple, so they are easy to read, miss.)
- S2 : *Kalau menurut saya sih jenis hurufnya bagus, miss. Hurufnya biasa, jadi mbacanya juga gampang.* (I think the font styles are good, miss. The font styles are not unusual, so they are easy to read.)
-

4) The Combination of the Font Colour and the Background

Table 36 shows that the mean is 4.00. It indicates that the students agree that the combination of the font colour and the backgrounds is good. Besides, the quantitative data will be supported by the qualitative data from the interview which are presented as follows:

-
- R : *Kalau kombinasi warna huruf sama warna latar/background-nya gimana? Kombinasi warnanya udah sesuai atau belum?* (How about the combination of the font colour and the background? Is the combination appropriate or not?)
- S1 : *Menurut saya si udah sesuai, miss.* (I think it is appropriate, miss.)
- S2 : *Menurut saya juga, miss. Warna huruf sama background-nya beda, jadi tulisannya jelas.* (I think so, miss. The colour of the font and the background are different, so the fonts are clear.)
-

5) The Appropriateness of the Pictures

Based on Table 36, the mean is 4.08. It means that the students agree that the pictures presented in the interactive multimedia are interesting and appropriate. The pictures can support the materials in the interactive multimedia, so they can help the students' understanding about the materials. The students agreement is supported by the following qualitative data from the interview:

-
- R : *Bagaimana dengan gambar-gambar yang ada di multimedia ini? Menarik nggak?* (How about the pictures in this multimedia? Are they interesting?)
- S1 : *Iya. Menurut saya gambar-gambarnya menarik, miss.* (Yes, they are. I think the pictures are interesting, miss.)
- S2 : *Gambarnya juga lucu-lucu, jadi menarik banget, miss.* (The pictures are also cute, so they are very interesting, miss.)
- R : *Terus gambarnya sesuai sama materinya nggak?* (Then, are the pictures appropriate with the materilas?)
- S1 : *Sesuai kok, miss.* (Yes, they are appropriate, miss.)
-

6) The Appropriateness of the Backsound

The result of the try-out questionnaire shows that the mean of the appropriateness of the backsound is 3.94. It implies that the students agree that the backsound is good enough and the existence of the backsound is not annoying.

Furthermore, the qualitative data which are collected from the interview are presented to support the quantitative data from the try-out questionnaire.

-
- R : *Menurut kalian backsound-nya gimana? Mengganggu nggak?* (How about the backsound? Is it annoying or not?)
- S1 : *Nggak ngganggu kok, miss.* (It is not annoying, miss.)
- S2 : *Kalau menurut saya backsound-nya bagus, miss. Musiknya nggak terlalu ramai, tapi nggak terlalu syahdu juga, heheee Kalau musiknya terlalu lembut kan malah bikin saya ngantuk.* (I think the backsound is good, miss. The music is not noisy, but it is not very calm, too, heheee If the music is too calm, it will make me sleepy.)
-

7) The Appropriateness of the Interactive Multimedia to be Operated Easily

Table 36 shows that the mean is 4.25 which is categorized into ‘very good’. It means that students agree that the interactive multimedia is easy to be operated. Besides, the students agreement is supported by the following qualitative data from the interview:

-
- R : *Menurut kalian, multimedia interaktif ini mudah dioperasikan nggak? Maksudnya, kalian kesulitan nggak saat menggunakan multimedia nteraktif ini?* (What do you think, is the interactive multimedia easy to be operated or not? I means, do you find any difficulties in operating this interactive multimedia?)
- S1 : *Menurut saya sih gampang, miss. Simple gitu, jadi nggak ribet makainya.* (I think, it is easy, miss. It is simple, so it is not difficult to be used.)
- S2 : *Iya, menurut saya juga. Multimedia interaktifnya mudah dioperasikan kok. Nggak bikin saya bingung deh, miss.* (Yes, I think so. The interactive multimedia is easy to be operated. It does not make me confused, miss.)
-

8) The Appropriateness of the Navigation System

The quantitative data from the try-out questionnaire shows that the mean is 4.30 which is categorized into 'very good'. It indicates that the students agree that the navigation system of the interactive multimedia is easy and appropriate. It is supported by the qualitative data from the interview which can be seen as follows:

-
- R : *Kalau sistem navigasinya gimana? Maksudnya, tombol-tombolnya mudah digunakan atau membingungkan?* (How about the navigation system? I mean, are the buttons easy to be used or confusing?)
- S1 : *Tombol-tombolnya nggak mbingungin kok, miss. Di User Guide kan juga udah ada penjelasan soal fungsi-fungsi tombolnya juga, jadi udah jelas fungsi dari masing-masing tombolnya.* (The buttons are not confusing, miss. In the User Guide, there is also an explanation about the functions of the buttons, so the function of each button is clear.)
- S2 : *Selain itu, udah ada keterangan nama-nama tombolnya juga kok, jadi gampang.* (Besides, there is an information about the names of each button, so it is easy.)
-

9) The Appropriateness of the Interactive Multimedia in Helping Students to Learn

The students agree that the interactive multimedia helps them to understand the materials easier and more interesting. The statement is supported by the quantitative data from the try-out questionnaire where the mean is 4.30. It means that the interactive multimedia is appropriate for the students, because they feel easier and more interesting learning by using the interactive multimedia. Additionally, qualitative data from the interview will also be presented to support the quantitative data. The qualitative data can be seen as follows:

-
- R : *Apakah multimedia ini membantu kalian dalam memahami materi reading terutama materi tentang teks fungsional, teks descriptive, dan teks recount?* (Does the interactive multimedia help you in understanding the reading materials, especially reading materials related to functional texts, descriptive texts, and recount texts?)
- S1 : *Iya. Menurut saya si sangat membantu, miss. Kami jadi lebih paham.* (Yes, it does. I think that it is very helpful, miss. We become more understand.)
- S2 : *Menurut saya juga.* (I think so.)
- R : *Kalian lebih suka belajar menggunakan multimedia interaktif seperti ini atau menggunakan buku?* (Do you prefer to learn using interactive multimedia or books?)
- S1 : *Lebih suka belajar pakai multimedia interaktif dong, miss. Lebih menarik.* (I prefer to learn using interactive multimedia, miss. It is more interesting.)
- S2 : *Saya juga lebih suka pakai multimedia interaktif, miss. Kalau belajar pakai buku tuh cepet bosen, miss.* (I prefer to learn using interactive multimedia too, miss. When I study using books, I will get bored easier.)
-

10) The Appropriateness of the Interactive Multimedia in Motivating the Students

From the table above, the mean is 4.42 which is categorized into ‘very good’. It means that the students agree that the interactive multimedia can motivate the students to learn English. It is supported by the qualitative data from the interview which are presented as follows:

-
- R : *Ketika kalian belajar menggunakan multimedia interaktif, apakah kalian jadi lebih termotivasi untuk belajar?* (When you study using interactive multimedia, do you become more motivated to study?)
- S1 : *Iya, dong. Kita kan biasanya belajarnya cuma di kelas pakai buku atau LKS, sekarang pakai multimedia interaktif seperti ini, jadi kita tu lebih tertarik.* (Yes, I do. We usually study only in the classroom using books or students’ worksheets, now we study using interactive multimedia like this, so we become more interested.)
-

S2 : *Saya juga jadi lebih termotivasi, miss. Disana kan banyak gambar-gambar, jadi lebih menarik. Coba kalau belajarnya seperti ini terus, pasti kita jadi lebih semangat, hehe* (I become more motivated too, miss. There are any pictures, so it is more interesting. If the learning process is always like this, surely we become more enthusiasm, hehe)

11) The Appropriateness of the Interactive Multimedia to be Operated Independently

The result of the try-out questionnaire show that the students agree that the interactive multimedia is possible and easy to be operated independently. Students do not find any difficulties in operating the interactive multimedia independently. It can be seen from the mean, that is 4.25 which is categorized into ‘very good’. It is supported by qualitative data from the interview which are presented as follows:

R : *Sejauh ini, ada kesulitan dalam mengoperasikan multimedia ini secara mandiri nggak?* (So far, are there any difficulties in operating the interactive multimedia independently?)
 S1 : *Nggak ada kesulitan kok.* (No, there are not any difficulties.)
 S2 : *Nggak ada, miss.* (No, there are not, miss.)
 R : *Berarti kalian bisa menggunakan multimedia ini secara individu?* (It means that you can use this multimedia individually?)
 S1 : *Iya, bisa. Multimedianya mudah digunakan kok, jadi nggak ada kesulitan buat pakainya.* (Yes, I can. The multimedia is easy to be used, so there is no difficulty to use it.)
 S2 : *Bisa dong. Waktu saya mencoba multimedia ini, saya juga ngerjainnya sendiri. Dan nggak ada kesulitan apa-apa sih, miss.* (Yes, I can. When I try the multimedia, I also do it individually. I don’t find any difficulties.)

In conclusion, those are the results of the data analysis related to the media aspect of the interactive multimedia. The quantitative data can be seen in Table 36 which presents the results of the try-out questionnaire related to the media aspect. The mean ranges from 3.94 to 4.42, so that it can be said that from the media

aspect, the interactive multimedia is appropriate for the students. The quantitative data from the try-out questionnaire are supported by the qualitative data from the interview. The students agree that the design of the interactive multimedia is good. Besides, the students said that they will be more motivated when they learn using the interactive multimedia. For them, it is more interesting to study using interactive multimedia than using books or students' worksheet. From the explanation above, the students agree that the interactive multimedia are suitable and appropriate for them.

10. The Final Draft of the Interactive Multimedia

According to the data analysis presented before, it can be concluded that the interactive multimedia is suitable for the grade VIII students. From the content aspect, the materials in the interactive multimedia is appropriate with the standard of competence and the Basic Competence of the first semester for grade VIII students for the reading skill. The developed materials also meet the students' needs, so the materials will be useful for them to be used for their daily life. They do not find any difficulties in learning the materials in the interactive multimedia. From the media aspect, the designs of the interactive multimedia are considered to acceptable and appropriate for the students. They admit that the interactive multimedia can make them more enthusiastic to learn because it is more interesting for them. After the second product is implemented and tried-out, the feedbacks are given from the students. Based on the feedbacks given from the students, there is no further revision related to the interactive multimedia. The final product can also be seen in Appendix E.

B. DISCUSSIONS

This part discusses the results of the research which have been presented in the previous part. Based on the results of the needs analysis, it can be seen that from the target needs aspect, half of the students learned reading in order to be able to read and comprehend English texts. Besides, in terms of the input, it discussed about simple short functional texts, descriptive texts, and recount texts. The topics of the functional texts preferred by the students were invitations and announcements. Almost all students preferred to learn descriptive texts about people and preferred to learn recount texts about tour experiences.

From the learning needs aspect, the students preferred the interactive multimedia using four different kinds of backgrounds. In terms of the font size, the students preferred the font size about 12 up to 14. For the font style used in the interactive multimedia, most of the students preferred *Comic Sans MS* and also *Century Gothic*. In terms of the font colour, almost students suggested that the font colour used the contrast colours with the backgrounds, so the fonts were clear and easy to read. In terms of the existence of the explanative illustration, backsound, and answer key, all of the students agreed that it was needed to add those some supporting components to support the materials and also to make it more interesting. Moreover, related to the navigation system, the students agreed that the navigation system had to be simple, had to be found easily, and had to use appropriate symbols for the buttons.

Furthermore, based on the results of the implementation, the students were happy to use the interactive multimedia in their learning process at school. The statement was proven by the data collected from the try-out questionnaire and the interview. The students feedbacks related to the interactive multimedia were divided into two aspects, they are content aspect and media aspect.

The materials provided in the interactive multimedia were well developed. The materials were suitable with the standard of competence and the Basic Competence for the reading skill of the grade VIII students in the first semester. Besides, the materials met the students needs and the learning objectives. The developed materials were designed based on the students proficiency level, so that the materials were understandable. The language used in the materials was simple and understandable. The reading materials were divided into three units, the first unit discussed short functional texts in the forms of announcements and invitations. This unit was entitled '*We have an event!*', while the topic of this unit was *School Life*. Unit 2 discussed descriptive texts which the topic of this unit was *People Physical Appearance*. The title of Unit 2 was '*What does he/she look like?*'. Unit 3 discussed recount texts which the topic was *Vacation*. The title of this unit was '*We had a great time!*'. Those titles and topics used in the three units were considered appropriate with the students daily life, because those three topics were close to their daily life. Therefore, the materials are expected to be useful for them. Each unit consisted of some tasks or activities which the activities in each unit had been arranged well. The activities were arranged from the easier activity to the more complex one, so the students did not find any difficulties in doing the

activities. Moreover, the materials in the interactive multimedia was designed as good as possible, so it was very useful for the students to help them in learning. From the content aspect, the materials in the interactive multimedia were appropriate to be used for the grade VIII students.

Regarding to the media aspect of the interactive multimedia, the designs of the developed interactive multimedia agreed with the principles proposed by Stemler (1997) about the screen design, feedback, learner control, colour, graphic, and animation. There were four backgrounds used in the interactive multimedia. The backgrounds were designed differently in order to avoid the students boredom. Feedbacks regarding to the students' works were provided immediately as a response in order to verify the correctness. Here, students were free to choose what they want to learn because there were provided some selectable menus which provided some exercises and also explanations. As stated by Stemler (1997), the colours used in the interactive multimedia were consistent, used the brightest colours for important information, used acceptable colours for particular actions, and did not use hot colours. Some graphics and animations were presented in order to support the topics of the materials, so that the students understood the materials easier. They were placed appropriately.

In terms of the font size, it was in line with Chee and Wong (2003). Generally, it used the font size of twelve to fifteen. Some particular words used the bigger size in order to attract students. There were four font styles used, while the font colours were contrasted with the backgrounds. Based on those considerations related to the font designs, the texts were clear and readable.

Additionally, Aarntzen (1993) in Chee and Wong (2003) stated that audio can also be used to enhance learning. Here, an instrumental music was applied in order to attract the students' attention. The instrumental music was used because it was not annoying. The instrumental music was not very calm, so that it did not make students bored or sleepy.

Besides, the design of the interactive multimedia was simple, so it was not difficult to operate or use the interactive multimedia. The buttons (navigation system) were designed as simple as possible to avoid the students confusion. There were placed consistently and they were completed by their names. As a self-access learning materials, it could be operated individually. Supported by those interesting elements, the developed interactive learning multimedia helped the students to learn the materials easily and interestingly. Moreover, the interactive multimedia was very useful to motivate the students and keep their attention.

Based on the data analysis, it can be concluded that the interactive multimedia was appropriate as a learning medium which can help students to learn English easier. Additionally, by implementing the interactive multimedia in the learning process, the students will be more motivated. Therefore, it will be easier to keep their attention.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has two main goals: 1) to find out the target needs and also the learning needs of the first semester of grade VIII students and 2) to develop an appropriate English interactive multimedia for the first semester of grade VIII students at SMP Negeri 2 Depok. In this chapter, the research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

A. Conclusions

1. The Results of the Needs Analysis

Based on the research findings and discussions, the needs analysis are divided into three aspects, they are the target needs, the learning needs, and the media. Those aspects will be described as follows:

a) The Target Needs

Based on the results of the needs analysis, the students want to learn reading in order to be able to read and comprehend English texts. In terms of the topics, the topics of short functional text that the students liked most are invitation and announcement, while the topic of descriptive text they liked most is about people. Besides, the topic of recount text they preferred is about tour experiences.

b) The Learning Needs

Related to the input, the effective length of the texts are approximately 150 to 200 words. In terms of the procedure, students like various and interesting activities. Additionally, they like to define the meaning of some English vocabularies, read a text and answer the questions, and do true or false activity. In

doing the activities, they prefer to do the activities in groups, in pairs, and individually. The students prefer to do all the activities in order to understand the materials well. Before doing the activities, students want the teacher to explain how to do the activity by giving them the example on how to do the tasks.

c) The Media

In terms of the design of the interactive multimedia, it uses four different backgrounds in order to avoid the students boredom. Generally, the materials use the font size 12 to 14. The font styles mostly used in the interactive multimedia are *Comic Sans MS* and *Century Gothic*. However, some font styles are also used. In order to make the texts are easy to read, the font colours are contrasted with the background colours. Here, some explanative illustrations are needed to make it more interesting. The existence of backsound and key answer are also needed. Moreover, the navigation system should simple, so it is easy to be operated.

2. The Appropriate Interactive Multimedia

In this study, the appropriate interactive multimedia of reading materials covers two main aspects namely the materials/contents aspect and media/design aspect. Those aspects are described as follows:

a) Materials/Contents

This study indicates that the materials meet the students needs and the learning objectives. The topics used are interesting and close to their daily life. The students are easy to understand the reading materials. The activities are various and interesting. They are delivered from the easier activity to the more complex.

b) Media/Design

The design of the interactive multimedia is applicable and acceptable for the students. The backgrounds are interesting because there are four different backgrounds. The texts are easy to read because the font size is appropriate, the font style is acceptable, and the font colour is contrast with the background. The explanative illustrations presented are interesting. The backsound is not annoying. The interactive multimedia and the navigation system are easy to be operated. This interactive multimedia is very helpful because learners can learn the materials easily and interestingly. Besides, it also motivates learners to learn.

Additionally, the appropriate designs of the interactive multimedia have three main components. They are described as follows:

1) Title Page

Title page is a page which shows the title of the interactive multimedia. Besides, there is also presented a few information about the identity of the author.

2) Home Page

Home page provides five main buttons, they are *User Guide*, *Topics*, *Semester Review*, *About the Author*, and *References*. Those five buttons are described as follows:

a. User Guide

User guide is a page which provides a guidance for users related to the navigation system. It introduces the buttons used in the interactive multimedia. Here, users will get information about the buttons and their function.

b. Topics

It is a page which provides the materials. The materials are divided into three units. Unit 1 is entitled '*We have an event!*' and the topic is *School Life*. It consists of ten tasks. Unit 2 is entitled '*What does he/she look like?*' and the topic is *People's Physical Appearance*. This unit consists of nine tasks. Unit 3 is entitled '*We had a great time!*' and the topic is *Vacation*. This unit consists of nine tasks.

c. Semester Review

Semester Review is an evaluation page which consists of twenty questions. Before entering the evaluation section, users will find the direction page. It provides a guidance for users related to the evaluation.

d. About the Author

This page enables users to get information about the author. There are some information about the author, such as: the photograph, the name, the e-mail address of the author, and the year when the multimedia is developed.

e. References

References page provides some materials sources which are used in developing the interactive multimedia.

3) Menu Page

After clicking the title of the unit, users will go to the *Menu Page*. Once the users click the title button of Unit 1, that is '*We have an event!*', they will go to the *Menu Page* of Unit 1. Unit 2 and Unit 3 are the same as Unit 1. The *Menu Page* has four sections which are described as follows:

a. Achievement Indicators

This section provides the learning objectives in which the users are able to see the lists of what they have to learn and achieve from the multimedia.

b. Materials

It is provides the learning materials which can be used as a learning media. The materials have been designed in some tasks in each unit. Those tasks not only provides some practices, but also some explanations related to the topics.

c. Evaluation

Evaluation is a page which provides ten evaluation questions in each unit. The evaluation section is used to give learners more practices after doing the tasks in the *Materials* menu.

d. Vocabulary List

It provides a list of vocabulary used in the materials. It is also completed by the part of speech and the phonetic transcription of each word. This page helps the user when they find difficulties in finding the definition of certain words.

Finally, the developed interactive multimedia is considered appropriate. It can be seen from the results of the try-out questionnaire which show the means of the data which range from 3.94 to 4.42. The maximum mean is 5.00 so that the product of the interactive multimedia is considered appropriate to be used as a medium to help learners in learning reading.

B. Suggestions

1. For English Teachers

English teacher should consider the students' needs and the students interests in developing or designing the learning materials. The English teachers are also hoped to be able to develop or design interactive learning multimedia as attractive as possible in order to attract the students to learn. Additionally, the English teachers can design or develop interactive multimedia for the other English skills, such as listening, speaking, and writing.

2. For Grade VIII Students of Junior High School

The students also have to know how to operate this interactive multimedia because it is used a certain software. The interactive multimedia can be used as a reading learning materials which can be used everywhere and everytime. It allows the students to work individually, in pairs, or in groups.

3. For Further Product Development

Considering the improvement of this interactive multimedia, there are some suggestions for the further product development.

- a) In terms of the materials/contents, the contents of the materials of the further product development should be varied. The materials should be based on the students' needs, students' interests, and also their English proficiency level. The materials should be presented more interesting by adding pictures or animations. The activities can be developed more attractive. Additionally, The other English skills can be designed or developed.

- b) In terms of the media/design, the further product development should make the presentation more interesting. The composition of the colours should be better. The fonts should be designed better in order to ease users to read in normal reading. Give more explanative illustrations in order to support the topics and make the materials more interesting. The feedbacks of the further product development should be varied, e.g. not only provide the true and false answers and the score, but also the discussions of the answer key. Moreover, the navigation system can be added by some additional buttons which are needed.

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APPENDICES



APPENDIX A



COURSE GRID

COURSE GRID

Name of the School : SMP Negeri 2 Depok
 Subject : English
 Class/ Semester : VIII/ I
 Skill : Reading
 Standard of Competence :

- Understanding meaning of written functional text and simple short essay in form of descriptive and recount which are related to the surrounding

Basic of Competencies :

- Reading aloud of simple short written functional text and essay in form of descriptive and recount with acceptable pronunciation, stress and intonation which are related to the surrounding
- Responding meaning of simple short written functional text accurately, fluently and acceptably which is related to the surrounding
- Responding meaning and generic structure of simple short essay accurately, fluently and acceptably which is related to the surrounding in form of descriptive and recount texts

| Unit | Indicators | Topic | Unit Title | Language Function | Language Focus | Activities | Input |
|------|--|-------------|-------------------|---|---|--|-------|
| 1 | <ul style="list-style-type: none"> - Students are able to read simple short written functional text meaningfully. - Students are able to identify information in the simple short functional text in form of announcement text. - Students are able to identify information in the short functional text in form of invitation text. - Students are able to identify the social functions of announcement text and invitation text | School Life | We have an event! | Announcing people about an event and inviting people to come to an event. | W/H question words: <i>what, when, where, why, who, which, whose, how.</i> | ANNOUNCEMENT Warming up <ul style="list-style-type: none"> - Reading an announcement. - Answering some questions. Activities <ul style="list-style-type: none"> - Reading an announcement. - Matching some words with their best definition. - Studying an explanation about announcement. - Reading an announcement. - Answering T/F questions. - Reading an announcement. - Matching some words with their best definition. | |

| | | | | | | | |
|---|--|------------------------------|-----------------------------|--|---|---|--|
| | | | | | | <ul style="list-style-type: none"> - Studying W/H question words. - Matching some questions with the appropriate answers. INVITATION Warming up <ul style="list-style-type: none"> - Reading an invitation. - Answering some questions. Activities <ul style="list-style-type: none"> - Matching some words with their best definition. - Studying an explanation about invitation. - Reading an invitation. - Matching some words with their best definition - Answering T/F questions. - Reading an invitation. - Answering questions in the forms of multiple choice. | |
| 2 | <ul style="list-style-type: none"> - Students are able to read simple short essay in form of descriptive meaningfully. - Students are able to identify information in the simple short essay in form of descriptive text. - Students are able to identify the social functions of descriptive text. | People's Physical Appearance | What does he/she look like? | Asking about and describing people's physical appearance; identifying people | Questions for describing people: <i>What look like, how old, what color, etc.</i> | Warming up <ul style="list-style-type: none"> - Answering questions about someone's physical appearance based on the photograph. Activities <ul style="list-style-type: none"> - Reading a descriptive text. - Matching some words with their best definition - Studying an explanation about descriptive text. | |

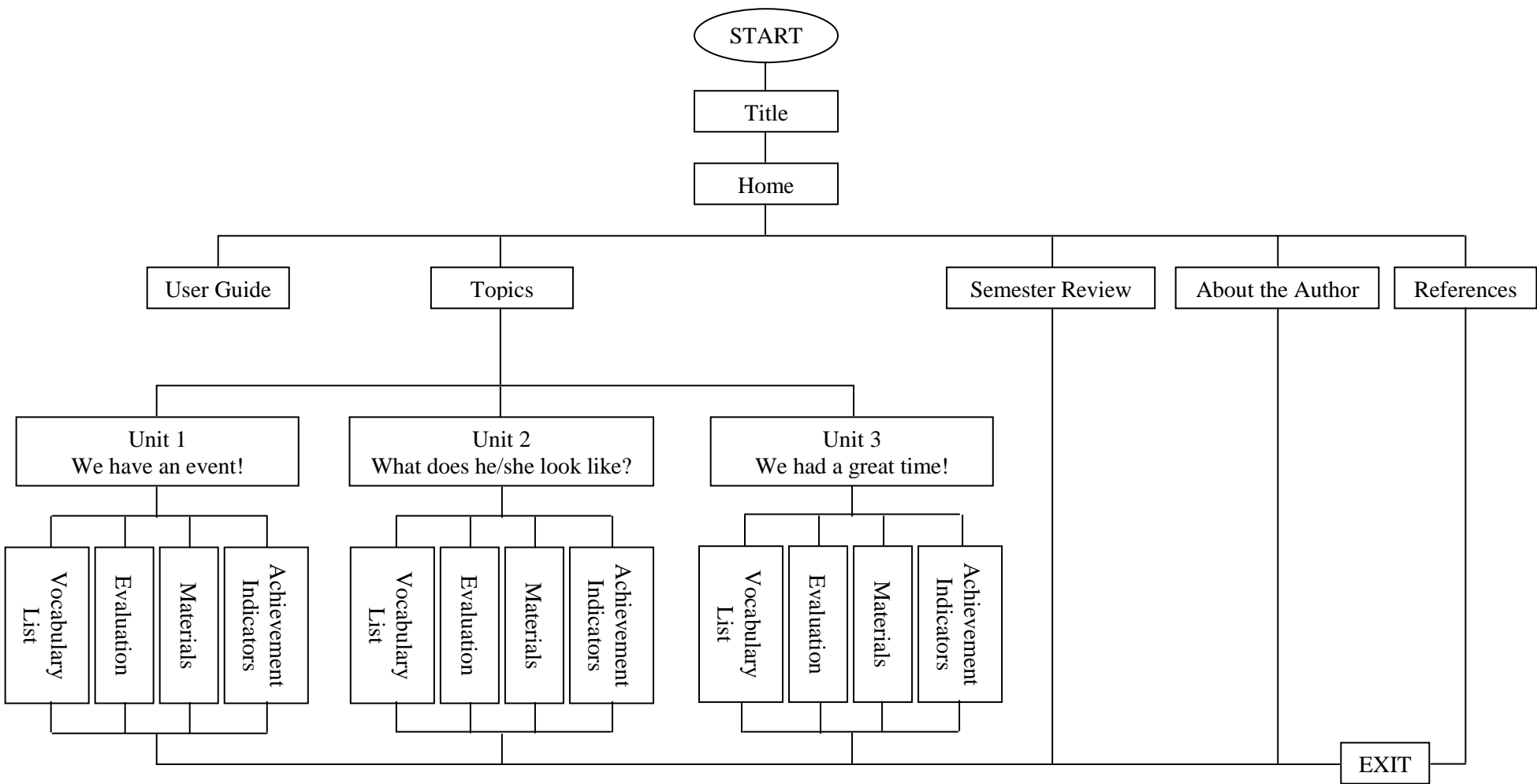
| | | | | | | | |
|--|---|----------|----------------------|---|---------------------|--|--|
| | | | | | | <ul style="list-style-type: none"> - Studying the generic structure of descriptive text. - Matching some pictures with their appropriate descriptions. - Studying about people's physical appearance. - Matching some pictures with their best descriptions. - Reading a descriptive text. - Matching some words with their best definition. - Answering T/F questions. - Studying about how to ask and describe about people's physical appearance. - Matching the appropriate questions and the answers about asking and describing people's appearance. - Reading a descriptive text. - Matching some words with their best synonyms. - Answering questions in the form of multiple choice. | |
| | - Students are able to read simple short essay in form of recount meaningfully. | Vacation | We had a great time! | Talking about past events or experiences. | - Simple past tense | Warming up <ul style="list-style-type: none"> - Answering questions based on the picture presented. | |

| | | | | | | | |
|--|---|--|--|--|---|--|--|
| | <ul style="list-style-type: none"> - Students are able to identify information in the simple short essay in form of recount text. - Students are able to identify the social functions of recount text. | | | | <ul style="list-style-type: none"> - Regular and irregular verbs. - Sequence words: <i>first, second, then, after that, finally, etc.</i> | Activities <ul style="list-style-type: none"> - Reading a recount text. - Answering T/F questions. - Studying an explanation about recount text. - Reading a recount text. - Completing the generic structure of a recount text. - Completing a diagram with the suitable options based on the clues. - Reading a recount text. - Matching some words with their best definition. - Answering questions in the form of multiple choice. - Studying about simple past tense; regular and irregular verbs; and sequence words. - Classifying some regular and irregular verbs. - Completing a recount text to form a good story with the provided options. - Reading some recount texts. - Arranging jumbled sentences into a good story. | |
|--|---|--|--|--|---|--|--|

APPENDIX B



FLOWCHART



APPENDIX C



INSTRUMENTS

**Analisis Kebutuhan Pembelajaran Reading Menggunakan Multimedia Interaktif
SMP Negeri 2 Depok**

Nama (Optional) : _____
Umur : _____
Jenis Kelamin : _____ (L/P)

Lingkari salah satu atau lebih dari alternatif jawaban yang tersedia atau isilah titik-titik yang menggambarkan keadaan diri Anda yang sebenarnya.

1. Kesulitan yang saya temui saat mengerjakan tugas-tugas *reading* adalah
 - a. mengartikan kosa kata (*vocabulary*) sesuai dengan konteks
 - b. memahami teks Bahasa Inggris
 - c. mengidentifikasi ide pokok dari teks Bahasa Inggris
 - d. lainnya
2. Pembelajaran membaca (*reading*) seharusnya bisa membuat saya
 - a. mampu menguasai kosa kata (*vocabulary*) yang berkaitan dengan kehidupan sehari-hari dengan baik.
 - b. mampu menggunakan tata bahasa (*structure*) dengan baik.
 - c. mampu membaca dan memahami makna dalam teks dengan baik.
 - d. lainnya
3. Panjang input teks *reading* yang saya inginkan adalah
 - a. 150 kata – 200 kata
 - b. 200 kata – 250 kata
 - c. 250 kata – 300 kata
 - d. lainnya
4. Input teks fungsional yang saya inginkan adalah tentang
 - a. undangan
 - b. iklan
 - c. pengumuman
 - d. lainnya

5. Input teks *descriptive* yang saya inginkan adalah tentang
 - a. orang
 - b. binatang
 - c. benda
 - d. lainnya
6. Input teks *recount* yang saya inginkan adalah tentang
 - a. pengalaman kunjungan wisata.
 - b. pengalaman yang menggembirakan.
 - c. pengalaman yang tidak terlupakan.
 - d. lainnya
7. Kegiatan-kegiatan *reading* pada multimedia interaktif sebaiknya
 - a. beragam dan menarik
 - b. tidak terlalu sulit
 - c. tidak terlalu banyak
 - d. lainnya
8. Jenis kegiatan *reading* yang saya sukai adalah
 - a. membaca sebuah teks lalu menjawab pertanyaan.
 - b. menganalisa pernyataan-pernyataan sesuai dengan teks yang dibaca.
 - c. menganalisa arti kosakata tertentu berdasarkan konteks teks yang dibaca.
 - d. lainnya
9. Saya lebih suka mengerjakan tugas pada multimedia pembelajaran interaktif secara
 - a. individu
 - b. berpasangan
 - c. berkelompok
 - d. lainnya
10. Dalam proses pembelajaran Bahasa Inggris menggunakan multimedia pembelajaran interaktif, saya lebih suka
 - a. menulis segala informasi yang saya dapatkan dari materi yang ada pada multimedia pembelajaran interaktif tersebut
 - b. mengerjakan setiap aktivitas yang ada pada multimedia pembelajaran interaktif
 - c. mengerjakan aktivitas-aktivitas yang menurut saya menarik
 - d. lainnya

11. Dalam proses pembelajaran Bahasa Inggris menggunakan multimedia pembelajaran di sekolah, bantuan yang saya harapkan dari guru adalah
 - a. menjelaskan langkah-langkah yang harus dilakukan dalam menggunakan multimedia interaktif
 - b. memberikan tujuan pembelajaran dari aktivitas-aktivitas pada multimedia interaktif
 - c. memberikan contoh untuk mengerjakan aktivitas-aktivitas pada multimedia interaktif
 - d. lainnya
12. Multimedia pembelajaran interaktif Bahasa Inggris sebaiknya
 - a. memudahkan saya dalam belajar Bahasa Inggris kapan saja
 - b. dilengkapi dengan gambar dan animasi agar lebih menarik
 - c. memberikan kesempatan kepada saya untuk berperan aktif dalam setiap aktivitas yang ada pada multimedia interaktif tersebut
 - d. lainnya
13. Tampilan latar (*background*) pada multimedia interaktif sebaiknya
 - a. latar (*background*) yang sama pada setiap halaman
 - b. variasi 2 latar (*background*)
 - c. variasi 4 latar (*background*)
 - d. latar (*background*) yang berbeda pada setiap halaman
 - e. lainnya
14. Ukuran huruf pada multimedia interaktif berbasis komputer sebaiknya
 - a. berukuran 12 sampai 14
 - b. berukuran 15 sampai 17
 - c. berukuran 18 sampai 20
 - d. lainnya
15. Jenis huruf pada multimedia interaktif sebaiknya menggunakan jenis huruf
 - a. **Comic Sans MS**
 - b. Times New Roman
 - c. *Lucida Calligraphy*
 - d. Century Gothic
 - e. lainnya

16. Tampilan warna huruf pada multimedia interaktif berbasis komputer sebaiknya menggunakan
 - a. warna yang sama
 - b. warna yang berbeda untuk informasi-informasi penting
 - c. warna yang kontras dengan warna latar (*background*)
 - d. lainnya
17. Tampilan gambar-gambar yang mendukung pemahaman terhadap materi (*explanative illustration*) pada multimedia interaktif berbasis komputer menurut saya
 - a. tidak perlu
 - b. kadang-kadang perlu
 - c. sangat perlu
18. Adanya suara latar (*backsound*) dalam multimedia interaktif berbasis komputer menurut saya
 - a. tidak perlu
 - b. kadang-kadang perlu
 - c. sangat perlu
19. Adanya kunci jawaban pada multimedia interaktif menurut saya
 - a. tidak perlu
 - b. kadang-kadang perlu
 - c. sangat perlu
20. Tampilan tombol-tombol (*navigation system*) dalam multimedia interaktif berbasis komputer sebaiknya
 - a. tidak terlalu rumit
 - b. mempunyai simbol yang tepat (seperti pada tombol *next*, *previous*, dll)
 - c. mudah untuk menemukan letak tombol-tombol navigasi tersebut
 - d. lainnya

**Instrumen Penelitian Pengembangan Media Interaktif Pembelajaran Reading
Kelas VIII Semester 1**

A. Data Responden

Nama : _____
Usia : _____
Jenis Kelamin : Laki-laki / Perempuan

B. Petunjuk Pengisian

1. Berilah tanda centang (✓) pada kolom skor yang tersedia sesuai dengan penilaian Anda terhadap media interaktif pembelajaran reading.
2. Jika Anda memiliki kritik atau saran, mohon dituliskan pada kolom yang telah tersedia.

C. Evaluasi Media

Keterangan:

SS : Sangat setuju
S : Setuju
R : Ragu-ragu
TS : Tidak setuju
STS : Sangat tidak setuju

1. Aspek Isi (Content Aspect)

| No. | Pernyataan | Skor | | | | | Kritik & Saran |
|-----|--|------|---|---|----|-----|----------------|
| | | SS | S | R | TS | STS | |
| 1. | Materi pada multimedia interaktif membantu kalian dalam belajar teks fungsional, teks <i>descriptive</i> , dan teks <i>recount</i> . | | | | | | |
| 2. | Materi pada multimedia interaktif sesuai dengan kebutuhan saya. | | | | | | |
| 3. | Materi pada multimedia interaktif mudah dipahami. | | | | | | |
| 4. | Topik yang digunakan menarik dan sesuai dengan kehidupan sehari-hari saya. | | | | | | |
| 5. | Bahasa yang digunakan pada multimedia interaktif mudah dipahami. | | | | | | |
| 6. | Aktivitas-aktivitas pada multimedia interaktif menarik. | | | | | | |
| 7. | Aktivitas-aktivitas pada multimedia interaktif tersusun dengan baik, yakni dari yang mudah ke yang sulit. | | | | | | |
| 8. | Aktivitas-aktivitas pada multimedia interaktif meningkatkan kemampuan reading saya. | | | | | | |

2. Aspek Media (*Media Aspect*)

| No. | Pernyataan | Skor | | | | | Kritik & Saran |
|-----|--|------|---|---|----|-----|----------------|
| | | SS | S | R | TS | STS | |
| 1. | Tampilan warna latar (<i>background</i>) pada multimedia interaktif baik. | | | | | | |
| 2. | Ukuran huruf tepat dan mudah dibaca. | | | | | | |
| 3. | Jenis huruf tepat dan mudah dibaca. | | | | | | |
| 4. | Kombinasi antara warna huruf dan warna latar (<i>background</i>) baik. | | | | | | |
| 5. | Tampilan gambar menarik dan mendukung topik sehingga mempermudah pemahaman saya terhadap materi. | | | | | | |
| 6. | Suara musik (<i>backsound</i>) baik dan tidak mengganggu. | | | | | | |
| 7. | Multimedia interaktif mudah untuk dioperasikan (digunakan). | | | | | | |
| 8. | Tombol-tombol (<i>navigation system</i>) mudah untuk dioperasikan. | | | | | | |
| 9. | Multimedia interkatif ini membantu saya untuk memahami materi dengan lebih mudah dan menarik. | | | | | | |
| 10. | Multimedia interaktif ini dapat membangkitkan motivasi saya dalam belajar Bahasa Inggris. | | | | | | |
| 11. | Saya dapat mengoperasikan multimedia interaktif ini secara mandiri. | | | | | | |

INTERVIEW GUIDELINE

Aspek Isi/Materi

1. Apakah materi pada multimedia interaktif membantu kalian dalam belajar *reading*?
2. Apakah materi pada multimedia interaktif sudah sesuai dengan kebutuhan kalian?
3. Apakah materi pada multimedia interaktif mudah untuk dipahami?
4. Apakah topik-topik pada materi menarik dan sesuai dengan kehidupan kalian sehari-hari?
5. Apakah bahasa yang digunakan mudah untuk dipahami?
6. Apakah aktivitas-aktivitas pada multimedia interaktif menarik?
7. Apakah materi disusun dengan baik?
8. Apakah aktivitas-aktivitas pada multimedia interaktif dapat membantu kalian dalam belajar *reading*?

Aspek Media

1. Apakah latar (*background*) yang digunakan menarik?
2. Apakah ukuran huruf yang digunakan sesuai?
3. Apakah jenis huruf yang digunakan sesuai?
4. Apakah kombinasi warna huruf dan warna latar (*background*) sesuai?
5. Apakah gambar-gambar yang ditampilkan sesuai dan menarik?
6. Apakah *backsound* pada multimedia interaktif tidak mengganggu?
7. Apakah multimedia interaktif mudah untuk dioperasikan?
8. Apakah sistem navigasi pada multimedia interaktif mudah untuk dioperasikan?
9. Apakah multimedia interaktif tersebut membantu dalam memahami materi-materi *reading*?
10. Apakah multimedia interaktif dapat memotivasi kalian dalam belajar?
11. Apakah multimedia interaktif tersebut mudah untuk dioperasikan secara mandiri?

APPENDIX D



VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Joko Priyana, M.A., Ph.D.
 NIP : 19650122 199901 1 001
 Institusi : Universitas Negeri Yogyakarta
 Bidang : Isi / Materi

Menyatakan bahwa multimedia interaktif untuk pembelajaran reading semester 1 (satu) untuk siswa kelas VIII di SMP Negeri 2 Depok dari mahasiswa:

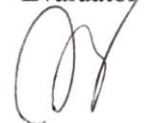
Nama : Destiyani Sri Wijaya
 NIM : 08202244015

telah siap/~~belum siap~~* diujicobakan.

Catatan/Komentar/Saran:

1. Pemilihan kata *blonde* pada Task 2 (Unit 2) sebaiknya diganti dengan kata lain yang lebih lazim digunakan.
2. Beberapa pemilihan kata pada input teks pada Task 4 (Unit 3) sebaiknya diperbaiki agar lebih dekat dengan kehidupan siswa sehari-hari.
3. Pada menu *Achievement Indicator*, penggunaan kalimat "After practicing the tasks" sebaiknya diganti dengan "After learning through the tasks"
4. Nama tombol *Directions* pada menu *Home* sebaiknya diganti dengan *User Guide*.
5. Nama tombol *Materials* pada menu *Home* dan halaman awal sebelum masuk pada setiap unit jangan sama. Salah satu lebih baik diganti dengan nama lain.
6. Nama tombol *Start* pada halaman judul dan halaman awal setiap unit jangan sama.
7. Pertanyaan nomor 1 pada *Lead-In announcement* dan *Lead-In invitation* diperbaiki.
8. Perbaiki penggunaan grammar dan pemilihan kata.
9. Perbaiki instruksi (perintah).
10. Pemberian *feedback* pada evaluasi diperbaiki. Jangan menggunakan kata *excellent* dan *poor*.

Evaluator



Joko Priyana, M.A., Ph.D.

NIP. 19650122 199901 1 001

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nur Hidayanto, P.S.P., S.Pd., M.Pd.

NIP : 19821122 200604 1 001

Institusi : Universitas Negeri Yogyakarta

Bidang : Media

Menyatakan bahwa multimedia interaktif untuk pembelajaran reading semester 1 (satu) untuk siswa kelas VIII di SMP Negeri 2 Depok dari mahasiswa:

Nama : Destiyani Sri Wijaya

NIM : 08202244015

telah siap/~~belum siap~~* diujicobakan.

Catatan/Komentar/Saran:

1. "Developer" sebaiknya diganti dengan "About the Author."
2. Warna tombol sebaiknya diganti dengan warna lain agar berbeda dengan yang lain.
3. Tambahkan tombol "Stop"
4. Penyajian teks sebaiknya dibuat lebih menarik.
5. Gambar pada Lead-In Announcement diganti dengan gambar yang lebih relevan.
6. Perbaiki pertanyaan pada beberapa task.
7. Cek kembali grammar dan pemilihan kata.
8. Cek kembali instruksi pada beberapa task.

Evaluator



Nur Hidayanto, P.S.P., S.Pd., M.Pd.

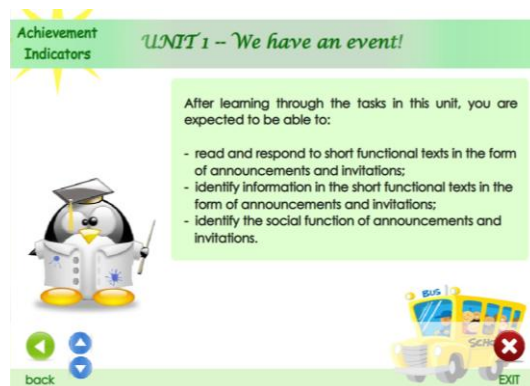
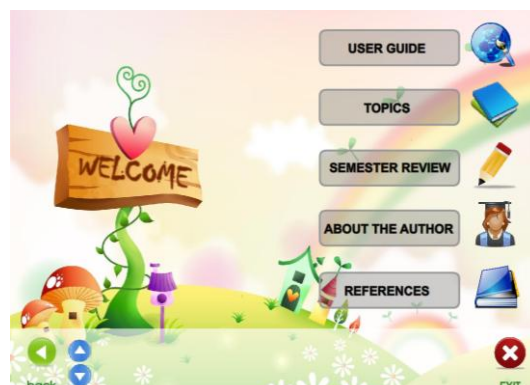
NIP. 19821122 200604 1 001

*coret yang tidak perlu

APPENDIX E



SECOND DRAFT AND FINAL DRAFT



Task 1 *We have an event! – Announcement*

Read the text once again. Then, answer the questions based on your experience.

ANNOUNCEMENT

Don't miss the Independence Day Festival!

The festival begins at 08.00 a.m.

Gather in front of our school at 07.30 a.m. to see the parade.

1. Do you sometimes read a text similar to the text on the box?
2. If you do, where do you usually find the text?
3. What information do you get by reading the text?

back home next EXIT

We have an event! – Announcement

Read the following announcement. Then, match the words in Task 2 with their best definition.

To: All teachers and staff of SMP Nusantara

ONE-DAY MEETING

Tuesday, the 9th of February 2012 at 10 a.m. to 3 p.m. in the Teacher's Room.

The topic of the meeting is national examination preparation.

Due to the importance of the meeting, please be punctual. Bring your ideas and your suggestions to make our students successful in this examination.

The head of the national examination committee
Mr. Brown

Adapted from: www.sekolahoke.com

back home next EXIT

Task 2 *We have an event! – Announcement*

Match the word in the left side with its best definition by dragging the words in column B into column A.

| | |
|-------------------------------------|-------------|
| staff [sta:f] (n) | ujian |
| examination [ɪɡ.za:m.ɪ'neɪ.ʃən] (n) | pentingnya |
| preparation [ˌprep. ə'reɪ.ʃən] (n) | tepat waktu |
| importance [ɪm'pɔ:tns] (n) | panitia |
| punctual [ˈpʌŋk.tʃu.əl] (adj) | persiapan |
| suggestion [sə'dʒes.tʃən] (n) | saran |
| committee [kə'mɪt.i] (n) | pegawai |

back home next EXIT

Take a note! *We have an event! – Announcement*

Study the following explanation about announcement.

The texts presented in Lead-in and Task 2 are called **announcements**.

An announcement is a public statement containing complete and clear information about certain events or occasions.

We can find announcements in public places, e.g. in department stores, hospitals, bus stations, airports, schools, etc.

back home next EXIT

We have an event! – Announcement

Read the following text carefully. Then, decide whether the statement in Task 3 is true or false.

To: All the students of SMP Budi Karya

To face the National Sport Day, our school will prepare the School Sport Team. For this purpose, during this week we're going to have class meeting to find our best athletes. Each class should prepare its team and join the program. The sports being competed are basketball, volley ball, badminton and table tennis.

back home next EXIT

Task 3 *We have an event! – Announcement*

Read the text again and decide whether the statement is true or false. Click the "True" button if the statement is true and the "False" button if the statement is false.

The announcement is for all the students of SMP Budi Karya.

TRUE FALSE

To: all students of SMP Budi Karya

To face the National Sport Day, our school will prepare the School Sport Team. For this purpose, during this week we are going to have class meeting to find our best athletes.

back home next EXIT

We have an event! – Announcement

Read the following announcement text. Then, match the words in Task 4 with their best definition.

ANNOUNCEMENT

To: All Football club members

Come and join us for regular football training every Thursday and Saturday at 02.00 - 04.00 p.m. on the school field. Thank you for your attention.

Students Talent Scout
Mr. Robert

Adapted from: www.sekolahoke.com

back home next EXIT

Task 4 *We have an event! – Announcement*

Match the word in the left side with its best definition by dragging the word in column B into column A.

| | |
|----------------------------|------------|
| member ['mem.bər] (n) | ikut serta |
| come [kʌm] (v) | perhatian |
| join [dʒɔɪn] (v) | pelatihan |
| training ['treɪ.nɪŋ] (n) | datang |
| attention [ə'ten.tʃən] (n) | bakat |
| talent ['tel.ənt] (n) | anggota |

back home next EXIT

Take a note! We have an event! – Announcement

Study the following explanation about W/H question words. Then do the exercise in Task 5.

| Question Word | Function | Example |
|---------------|--|---------------------------|
| what | asking for information about something | What is the book about? |
| when | asking about time | When did the class start? |
| where | asking in or at what place or position | Where do you go? |
| why | asking for reason | Why does she come late? |
| who | asking what or which person or people | Who wrote the letter? |
| which | asking about choice | Which pen do you use? |
| whose | asking about ownership | Whose are these papers? |
| how | asking about condition or quality | How was your exam? |



back home next



Task 5 We have an event! – Announcement

Read the text again, then match the questions in the left side with the appropriate answers provided in the red box by dragging the answers to the provided spaces.

1. Who is Mr. Robert?
2. When is the regular football training held?
3. Who is the announcement for?
4. Where is the regular football training held?
5. Who gave the announcement?

ANNOUNCEMENT

To: All Football club members

Come and join us for regular football training every Thursday and Saturday at 02.00 - 04.00 p.m. on the school field.

on the school field
a students' talent scout
at 2.00 - 4.00 p.m.
Mr. Robert
all football club members



back home next



Lead-In We have an event! – Invitation

Read the following text. Then, answer the questions in Task 6.

The Managers and Headmistress of
BUDI LUHUR JUNIOR HIGH SCHOOL
take pleasure in inviting you to the
Official Opening
of the New School Buildings
Imam Bonjol Street 43 B
at 10.00 a.m. on Saturday, 10th September 2012
Please RSVP before 3rd September 2012 by calling
(0274) 556 773

Adapted from: <http://www.flickr.com>



back home next



Task 6 We have an event! – Invitation

Read the text once again. Then, answer the questions based on your experience.

The Managers and
Headmistress of
**BUDI LUHUR
JUNIOR HIGH SCHOOL**
take pleasure in inviting you
to the
**Official Opening
of the New School Buildings**

1. Do you sometimes read a text similar to the text on the box?
2. If you do, where do you usually find the text?
3. What information do you get by reading the text?



back home next



Task 7 We have an event! – Invitation

Based on the text in Lead-in, match the following word in the left side with its best definition by dragging the words in column B into column A.

headmistress ['hed' mɪs.tres] (n)
invite [ɪnvaɪt] (v)
pleasure ['pleɪ.ʒə] (n)
building ['bɪl.dɪŋ] (n)
please [pli:z] (v)
call [kɔ:l] (v)

A

B

silakan
kepala sekolah
kesenangan
gedung
menghubungi
mengundang



back home next



Take a note! We have an event! – Invitation

Study the following explanation.

The text presented in Lead-In activity is called an invitation. An invitation contains statements about certain events or occasions which is sent to invite someone to attend certain



back home next



We have an event! – Invitation

Read the following invitation. Then, match the word in Task 8 with its best definition.

The Music Department of Jayakarta Junior High School invites you to
ANNUAL MUSIC CONCERT 2012
A concert of choral and instrumental works to celebrate the 10th anniversary of our school.
Saturday, 19th September 2012 at 7.00 p.m. to 9.30 p.m.
at School Auditorium
The concert will be preceded by music parade at 5.00 p.m.
Please RSVP before 10th September 2012 by calling
(0274) 593 593

Adapted from: <http://ragino.org>



back home next



Task 8 We have an event! – Invitation

Match the word in the left side with its best definition provided in the right side by dragging the word into the provided space.

department [dɪpɑ:tmənt] (n)
annual ['æn.ju.əl] (adj)
choral ['kɔ:r.əl] (adj)
celebrate ['sel.i.breɪt] (v)
anniversary ['æn.ɪ'vɜ:s.eri:] (n)
parade [pə'reɪd] (n)

merayakan
hari jadi
pawai
tahunan
bagian
paduan



back home next



Task 9 We have an event! – Invitation

Read the text again and decide whether the statement is true or false. Click the "True" button if the statement is true and the "False" button if the statement is false.

The invitation is from the Music Department of Jayakarta Junior High School.

TRUE FALSE

The Music Department of Jayakarta Junior High School invites you to ANNUAL MUSIC CONCERT 2012. A concert of choral and instrumental works to celebrate the 10th anniversary of our school.

back home next EXIT

We have an event! – Invitation

Read the following invitation. Then, choose the best answer of the question in Task 10.

Dear: Sherilita Febriana and Family

You are invited to a
MUSICAL DRAMA
Saturday, July 8th, 2012
5.00 p.m. to 8.00 p.m at Sudirman Auditorium

We would like to share this event with all parents, teachers, and

back home next EXIT

Task 10 We have an event! – Invitation Question: 1

Read the text again and choose the best answers of the following questions by clicking the letter a, b, c, or d.

What is the text about?

a. A birthday party invitation.
b. A musical drama invitation.
c. A school meeting invitation.
d. A school graduation invitation.

Dear: Sherilita Febriana and Family

You are invited to a
MUSICAL DRAMA
Saturday, July 8th, 2012
5.00 p.m. to 8.00 p.m at Sudirman Auditorium

back home EXIT

UNIT 1 We have an event! – Evaluation

Direction

- There are 10 questions.
- Choose the best answer of each question by clicking the letter a, b, c, or d.
- The feedback is given after you click one of several options provided.
- There are two kinds of feedbacks, they are:
"correct" (It means that your answer is correct.)
"wrong" (It means that your answer is wrong.)
- Click the "Let's go!" button to start.

WELCOME

Let's go!

back home EXIT

UNIT 1 We have an event! – Evaluation

Read the text and choose the best answers of the following questions by clicking the letter a, b, c, or d.

1. What is the purpose of the text?

a. To give information about an event.
b. To describe a particular event.
c. To announce a particular event.
d. To tell the students to contact Rifa and Aditya.

ANNOUNCEMENT
For all students in SMP Hasanudin

STORY TELLING CONTEST
Date: 12 Jul 2012
Time: 2.30 p.m.
Place: Venue Main Hall

back home EXIT

UNIT 1 Vocabulary List

announcement [ə'naʊnt.sment] (n) : pengumuman
attend [ə'tend] (v) : menghadiri
available [ə'veɪ.lə.bəl] (adj) : ada, tersedia
compete [kəm'pi:t] (v) : bertanding
contact ['kɒn.tækt] (v) : menghubungi
contain [kən'teɪn] (v) : berisi
cover ['kʌv.ər] (v) : menyampuli
face [feɪs] (v) : menghadapi
festival ['fes.tɪ.vəl] (n) : perayaan

back home EXIT

UNIT 2 What does he/she look like?

Achievement Indicators

Materials

Evaluation

Vocabulary List

back home EXIT

Achievement Indicators What does he/she look like?

After learning through the tasks in this unit, you are expected to be able to:

- read and respond to descriptive texts correctly;
- identify information in the descriptive texts;
- identify the social function of descriptive texts.

back EXIT

UNIT 2

WHAT DOES HE/SHE LOOK LIKE?

Let's learn!

back home

EXIT

Task 1 What does he/she look like?

Look at the picture and answer the questions.



1. Do you know her?
2. Who is she?
3. What does she look like?

back home next

EXIT

What does he/she look like?

Read the following text carefully. Then, match the word in Task 2 with its definition.

peoplequiz.com

MY COUSINS

Jenna and Janice are my cousins. They are twins. They are twenty years old. They have a sharp nose.

However, Jenna and Janice have some differences. Jenna is fatter and taller than Janice. She has short fair hair. She looks attractive with her short hair style. Janice has long red hair. She looks pretty with her long hair. That's all about my cousins.

back home next

EXIT

Task 2 What does he/she look like?

Match the word in the left side with its best definition provided in the box by dragging the word into the provided space.

cousin ['kʌz.ən] (n)

twin [twɪn] (n)

hair [heər] (n)

attractive [ə'træktɪv] (adj)

style [stɑɪl] (n)

rambut
gaya
kembar
sepupu
menarik

back home next

EXIT

Take a note!

What does he/she look like?

Study the following explanation carefully. Then, find out the generic structure of the text entitled "My Cousins" in the next page.

The text entitled "My Cousins" tells us about people's physical appearance. It can be shown in some sentences below:

- They have a sharp nose.
- Jenna is fatter and taller than Janice.
- She has short fair hair.
- She looks attractive with her short hair style.
- Janice has long red hair.
- She looks pretty with her long hair.

back home next

EXIT

Take a note!

What does he/she look like?

Study the generic structure of the following text. Then, match the pictures in Task 3 with their best description.

MY COUSINS

Jenna and Janice are my cousins. They are twins.

They are twenty years old. They have a sharp nose. However, Jenna is fatter and taller than Janice. She has short fair hair. She looks attractive with her short hair style. Janice has long brown hair. She looks pretty with her long hair. That's all about my cousins.

Identification


Description

back home next

EXIT

Task 3 What does he/she look like?

Match the pictures in the boxes with the appropriate descriptions in the yellow box by dragging the descriptions into the provided boxes.



a tall woman long red hair a fat woman a sharp nose short fair hair

back home next

EXIT

Take a note!

What does he/she look like?

Study about people's appearance below.



HEIGHT WEIGHT HAIR

AGE EYE

back home next

EXIT

Take a note! *What does he/she look like?*

Study about people's appearance below.

HEIGHT



He is tall. He is very tall. He is short. He is quite short. He is medium height. He is relatively medium height.

back home EXIT

Take a note! *What does he/she look like?*

Study about people's appearance below.

WEIGHT



She is fat. She is slim.

back home EXIT

Take a note! *What does he/she look like?*

Study about people's appearance below.

HAIR



long hair short hair bald curly fair hair straight black hair

back home EXIT

Take a note! *What does he/she look like?*

Study about people's appearance below.

AGE



young middle aged/adult old

back home EXIT

Take a note! *What does he/she look like?*

Study about people's appearance below. Then, match the pictures in Task 4 with their best description.

EYE



slanting round

back home EXIT

Task 4 *What does he/she look like?*

Match the picture with its appropriate description in the green box by dragging the description into the provided box.



He has short, curly, black hair. He has a moustache. He has dark skin.


He has short gray hair and a big nose. He has a beard.

He has short, straight, brown hair. He has big gray eyes.

back home next EXIT

Task 4 *What does he/she look like?*

Match the picture with its appropriate description in the green box by dragging the description into the provided box.



She has white hair and brown eyes. She wears glasses.

She has long, straight, red hair. She has green eyes.

She has long, curly, fair hair. She has blue eyes.

back home next EXIT

What does he/she look like?

Read the following text carefully. Then, match the words in Task 5 with their best description

A GREEK GIRL

I have an online chat friend from Greek named Jessica. She is a student of Aristotle University of Thessaloniki.

From her photo, she looks very beautiful with her nice smile. She has curly brown long hair, brown skin, a sharp nose and slanting dark eyes. She says that she is a cheerful and optimistic girl. From her information, she is very interested in everything connected to photography so that she becomes a model. Now, she is one of famous models in her country.

back home next EXIT

Task 5 *What does he/she look like?*

Based on the text, match the word in the column "word" with its best description in the right side by dragging the word into column "meaning".

| Word | Meaning |
|-------------------------------------|---------|
| Greek [gri:k] (n) | |
| university [ˌjuː.niːˈvɜː.sɪ.ti] (n) | |
| nice [naɪs] (adj) | |
| cheerful [ˈtʃiː.fəl] (adj) | |
| photography [fəˈtɒɡ.rə.fi] (n) | |
| famous [ˈfeɪ.məs] (adj) | |

manis
terkenal
fotografi
Yunani
universitas
periang

back home next EXIT

Task 6 *What does he/she look like?*

Read the text again and decide whether the statement is true or false. Click the "True" button if the statement is true and the "False" button if the statement is false.

A GREEK GIRL

I have an online chat friend from Greek named Jessica. She is a student of Aristotle University of Thessaloniki.

From her photo, she looks

Jessica is the writer's friend at school.

TRUE FALSE

back home next EXIT

Take a note! *What does he/she look like?*

Study about how to ask and describe about people's appearance below. Then, do the exercise in Task 7.

| General Appearance | |
|--------------------------|---------------------------------|
| What does she look like? | She is beautiful. |
| Do they wear glasses? | No, they do not. |
| Age | |
| How old is he? | She is 20 years old. |
| | She is still young. |
| Hair | |
| How long is her hair? | She has long/medium/short hair. |
| What colour is her hair? | She has fair/brown/black hair. |
| Height | |
| How tall is she? | She is 152 cm (five feet). |
| | She is tall/medium/short. |

back home next EXIT

Task 7 *What does he/she look like?*

Match the appropriate questions provided in the box with the following statements.

| | |
|---------------------------------|-------------------------------|
| 1. What does he look like? | My brother is 26 years old. |
| 2. What colour is Julia's hair? | I'm 173 cm (five feet eight). |
| 3. Does she wear glasses? | Julia has red hair. |
| 4. How old is your brother? | He is tall and very handsome. |
| 5. How tall are you? | No, she wears contact lenses. |

What does he look like?
What colour is Julia's hair?
Does she wear glasses?
How old is your brother?
How tall are you?

back home next EXIT

What does he/she look like?

Read the following text carefully. Then, match the words in Task 8 with their best synonym.

My Uncle

My Uncle, Martin, is my mother's elder brother. He is a textile engineer. He is an expert in solving problems with machines. He is a very interesting man. He lives quite near from us with my Aunt, Angela, and my cousins, Anne and Bob. I often go to his house.

He is about 45 years old with grey hair. He is tall and still quite good-looking. He has a sharp nose and blue eyes. He wears glasses. He is short sighted. He takes them off when he doesn't work.

back home next EXIT

Task 8

Match the following word with its best synonym provided in the column B by dragging the word into column A.

| A | B |
|-----------------------------------|------------|
| Interesting [ˈɪn.tres.tɪŋ] (adj) | charming |
| near [neə] (adv) | overcome |
| good-looking [ˌɡʊdˈlʊk.tɪŋ] (adj) | pointed |
| sharp [ʃɑːp] (adj) | close |
| solve [sɒlv] (v) | attracting |

back home next EXIT

Task 9 *What does he/she look like?* **Question: 1**

Read the text again and choose the best answers of the following questions based on the text by clicking the letter a, b, c, or d.

My Uncle

My Uncle, Martin, is my mother's elder brother. He is a textile engineer. He is an expert in solving problems with machines. He is a very interesting man. He lives quite near from us with my Aunt, Angela, and my cousins, Anne

Who is Uncle Martin?

a. Bob's father.
b. Anne's uncle.
c. Aunt Angela's brother.
d. the writer's father.

back home EXIT

UNIT 2 *What does he/she look like? -- Evaluate!*

Direction

- There are 10 questions.
- Choose the best answer of each question by clicking the letter a, b, c, or d.
- The feedback is given after you click one of several options provided.
- There are two kinds of feedbacks, they are: correct (It means that your answer is correct.) wrong (It means that your answer is wrong.)
- Click the "Let's go!" button to start.

Let's go!

back home EXIT

UNIT 2 *What does he/she look like? -- Evaluation*

Choose the best answers of the following questions based on the text.

Rahayu is a Javanese woman. She is twenty-five years old. She looks beautiful with her long black hair. She has round black eyes and a sharp nose. She uses glasses since she is twenty-two years old. She is a teacher in a primary school. She likes children and enjoys working with them.

1. How old is Rahayu?

a. 23 years old
b. 24 years old
c. 25 years old
d. 26 years old

back home EXIT

UNIT 2 *Vocabulary List*

appearance [ə'piərəns] (n) : rupa, penampilan
connected [kə'nektɪd] (v) : berhubungan
daughter [dɔ:tə] (n) : anak perempuan
difference ['dɪfərəns] (n) : perbedaan
engineer [en.dʒɪnɪr] (n) : insinyur
expert ['ekspɜrt] (n) : ahli
famous ['fæməs] (adj) : terkenal
freckle ['frek.l] (n) : bintik-bintik di muka
glasses [glæsɪz] (n) : kacamata

back home EXIT

UNIT 3 *We had a great time!*

Achievement Indicators

Materials

Evaluation

Vocabulary List

back home EXIT

Achievement Indicators *We had a great time!*

After learning through the tasks in this unit, you are expected to be able to:

- read and respond to recount texts correctly;
- identify information in the recount texts;
- identify the social function of recount texts.

back EXIT

UNIT 3 *We had a great time!*

WE HAD A GREAT TIME!

Let's learn!

back home EXIT

Task 1 *We had a great time!*

Look at the picture and answer the questions.

1. Where do you think they are?
2. What are they doing there?
3. What do you do to spend your holiday?

back home next EXIT

We had a great time!

Read the following text carefully. Then, decide whether the statement in Task 2 is true or false.

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card.

(Adapted from: Contextual Teaching and Learning)

back home next EXIT

Task 2 *We had a great time!* Statement: 1

Read the text again and decide whether the statement is true or false. Click the "True" button if the statement is true and the "False" button if the statement is false.

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about

The writer went to Bali last summer.

TRUE FALSE

back home next EXIT

Take a note! *We had a great time!*

Study the following explanation carefully.

When you tell about what happened in the past, it means that you make a recount text.

Recount is a text which has social function to retell past events for the purpose of informing or entertaining.

A recount text has the following text structure:

Orientation → provides the setting and introduces participants
The writer went to Italy.

back home next EXIT

We had a great time!

Read the following text carefully. Then, identify the generic structure of the following text in Task 3.

Visiting Bali

Last month, my friends and I went to Bali for three days. We went to Bali by plane. It took one hour and forty minutes by Merpati Airlines.

On the first day, we went to Legian Beach. There we had a boat ride visiting the Penyu Bay. We saw some big green turtles and some other animals. In the afternoon, we visited the Garuda Wisnu Kencana complex in Jimbaran. We

back home next EXIT

Task 3 *We had a great time!*

Based on the text entitled "Visiting Bali", complete the generic structure of the text with the provided options in the tree.

Visiting Bali

Last month, my friends and I went to Bali for three days. We went to Bali by plane. It took one hour and forty minutes by Merpati Airlines.

On the first day, we went to Legian Beach. There we had a boat ride visiting the Penyu

paragraph 1
paragraph 2
paragraph 3

Events
Orientation
Re-orientation

back home next EXIT

Task 4

Read the text once again. Then, complete the diagram with the provided options in the yellow box sequentially.

Visiting Bali

Last month, my friends and I went to Bali for three days. We went to Bali by plane. It took one hour and forty minutes by Merpati Airlines.

On the first day, we went to Legian Beach.

Where did they go?

| First Day | Second Day | Third Day |
|--|------------------------------------|--------------------------------|
| Kedaton Forest Sukowati Market Tanah Lot | Kuta Beach Garuda Wisnu Kencana | Legian Beach Jimbaran Beach |

back home next EXIT

We had a great time!

Read the following text carefully. Then, match the words in Task 5 with their definition.

MY TRIP TO JOGJA

Last weekend, Siska and I went to Jogjakarta. We stayed at Dirgahayu Hotel which was not far from Malioboro.

First, we visited the temples of Prambanan. There were three big temples, Brahmna, Syiwa and Wisnu temples. They were really amazing. We visited only

back home next EXIT

Task 5

Match the following word with its best definition provided in the paper on your right side by dragging the word into the provided space in the yellow box.

temple ['tem.pl] (n)
lucky ['lʌk.i] (n)
friendly ['frend.li] (adj)
tired [taɪəd] (adj)
trip [trɪp] (n)
exciting [ɪk'saɪ.tɪŋ] (adj)

lelah
beruntung
menyenangkan
candi
ramah
perjalanan

back home next EXIT

Task 6 *We had a great time!* Question: 1

Read the text again. Then, choose the best answers of the following questions by clicking the option.

MY TRIP TO JOGJA

Last weekend, Siska and I went to Jogjakarta. We stayed at Dirgahayu Hotel which was not far from Malioboro.

First, we visited the temples of Prambanan. There were three big temples, the

When did the story happen?

a. Last year.
b. Last weekend.
c. Last month.
d. Last night.

back home next EXIT

Take a note! *We had a great time!*

Study the following explanation.

From the texts in Task 4 entitled "Visiting Bali", we will find the sentences:

- We **went** to Bali by plane.
- The visit to Bali **was** really hard to forget.

Those words coloured in red show us that the stories above happened in the past, so that the stories use the **Simple Past Tense**. It is divided into two kinds:

1. Simple Past "regular/irregular verbs"

Subject + Verb II (simple past) + Complement

Extra examples:

- You **walked** very quickly last night. (regular verb)
- I **came** late yesterday. (irregular verb)

(continued)

back home next EXIT

Take a note! *We had a great time!*

Study the following explanation. Then, classify regular and irregular verbs in Task 7.

(continued)
2. Simple Past "to be"
 Subject + Verb be (was, were) + Complement
 Extra examples:
 - Risa **was** busy with her homework.
 - They **were** very close.

In addition, in Task 6, we can find some words: first, after that, then, and finally. Those kinds of words are named sequence words. We use sequence words when we tell stories in chronological sequence.

back home next EXIT

Task 7 *We had a great time!*

Classify the following words into regular or irregular verb by dragging the word.

| Regular Verb | | Irregular Verb |
|--------------|---------------|----------------|
| 1. | bring [brɪŋ] | 1. |
| 2. | sail [seɪl] | 2. |
| 3. | watch [wɒtʃ] | 3. |
| 4. | cut [kʌt] | 4. |
| 5. | dance [dɑːns] | 5. |
| | take [teɪk] | |
| | make [meɪk] | |
| | wash [wɒʃ] | |
| | see [siː] | |
| | join [dʒɔɪn] | |

back home next EXIT

Task 8 *We had a great time!*

Complete the following text with the suitable word in the box by dragging the word.

Camping

Last weekend, my friends and I _____ camping in Kalirung. We went there for three days. We _____ the camping ground after we _____ for about one and a half hour from the parking lot.

In the camping ground, we _____ the camp next to a small river. It _____ getting darker and colder, so we built a fire camp.

The next day, we _____ our time observing plantation and insects while the girls _____ preparing meals. After that, we went to the river and _____ some fish for supper. At night, we _____ a fire camp night and _____ so many songs together.

On Monday, we _____ our bags and _____ ready to go home on Monday.

caught walked got were built packed
 reached sang spent went held was

back home next EXIT

Task 9 *We had a great time!*

Arrange the following jumbled sentences to form a good story by dragging the sentence to the pink box.

The zoo was very crowded.
 The holiday was very exciting for me.
 First, we saw some lions in a very big cage.
 Finally, we went to see some beautiful birds.
 Then, we took some pictures with a snake.
 Last Sunday, Linda and I went to the zoo.

back to menu EXIT

UNIT 3 *We had a great time! -- Evaluation*

Direction

- There are 10 questions.
- Choose the best answer of each question by clicking the letter a, b, c, or d.
- The feedback is given after you click one of several options provided.
- There are two kinds of feedbacks, they are:
 "correct" (It means that your answer is correct.)
 "wrong" (It means that your answer is wrong.)
- Click the "Let's go!" button to start.

Let's go!

back home EXIT

UNIT 3 *We had a great time! -- Evaluation*

Read the text and choose the best answers of the following questions by clicking the option.

Adapted from: www.sekolahoke.com

My Vacation

I spent my vacation on Pasir Putih, Situbondo. It's a beautiful beach laying between Situbondo and Besuki. It has a long beach and a fantastic scenery. It was 31 December 2011. The

1. What is the purpose of the text?

- To inform something.
- To entertain the readers.
- To retell about past events.
- To persuade the readers.

back home EXIT

UNIT 3 *Vocabulary List*

arrive [ə'raɪv] (v) : tiba, sampai, datang
 continue [kən'tɪnju] (v) : melanjutkan
 crowded ['kraʊ.dɪd] (adj) : penuh sesak
 giant ['dʒaɪ.ənt] (adj) : raksasa, sangat besar
 guide [gaɪd] (n) : pemandu
 plantation [plæn'teɪ.ʃən] (n) : perkebunan
 plane [pleɪn] (n) : pesawat
 postcard ['pəʊst.kɑːd] (n) : kartu pos
 renovate ['ren.ə'veɪt] (v) : memperbaiki

back home EXIT

Semester Review

Direction

- There are 20 questions.
- Choose the best answer of each question by clicking the letter a, b, c, or d.
- The feedback is given after you click one of several options provided.
- There are two kinds of feedbacks, they are:
 "correct" (It means that your answer is correct.)
 "wrong" (It means that your answer is wrong.)
- Click the "Let's go!" button to start.

Let's go!

back home EXIT

Semester Review

Read the text and choose the best answers of the following questions by clicking the option.

To: Member of Senada Choir

For celebrating our school anniversary, the members of choir are requested to join the training every Tuesday and Friday at 3.00 p.m. in the Music Room. Thank you.

1. Who is the announcement for?

- Members of the choir.
- The teacher.
- The students.
- The leaders.

back home
EXIT

About the Author

Developed by:



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2012



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EXIT

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APPENDIX F



DOCUMENTATIONS



APPENDIX G



LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1105c/UN.34.12/PP/IX2012
 Lampiran : 1 Berkas Proposal
 Hal : **Permohonan Izin Penelitian**

17 September 2012

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Interactive Multimedia for Teaching Reading to the First Semester of Grade VIII Students at SMP Negeri 2 Depok

Mahasiswa dimaksud adalah :

Nama : DESTIYANI SRI WIJAYA
 NIM : 08202244015
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : September –November 2012
 Lokasi Penelitian : SMP Negeri 2 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan

 Dr. Widyastuti Purbani, M.A.
 NIP. 19660624 199001 2 001

Tembusan:
 Kepala SMP Negeri 2 Depok

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/7781/V/9/2012

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.


 Ir. Joko Wuryantoro, M.Si
 NIP. 19560108.198603 1 011

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website : www.bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 2610 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Ijin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/7781/V/9/2012 Tanggal: 18 September 2012 Hal: Izin Penelitian

MENGIZINKAN :

| | | |
|----------------------------------|---|---|
| Kepada | : | |
| Nama | : | DESTIYANI SRI WIJAYA |
| No.Mhs/NIM/NIP/NIK | : | 08202244015 |
| Program/Tingkat | : | S1 |
| Instansi/Perguruan Tinggi | : | UNY |
| Alamat instansi/Perguruan Tinggi | : | Karangmalang, Yogyakarta |
| Alamat Rumah | : | Jl. Affandi Gg. Mawar No. 4 Caturtunggal, Depok, Sleman, Yk. |
| No. Telp / HP | : | 085729184184 |
| Untuk | : | Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul: "DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING READING TO THE FIRST SEMESTER OF GRADE VIII STUDENTS AT SMP NEGERI 2 DEPOK" |
| Lokasi | : | SMP Negeri 2 Depok |
| Waktu | : | Selama 3 bulan mulai tanggal: 18 September 2012 s/d 18 Desember 2012 |

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 19 September 2012
a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bid. Sosbud Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SMP Negeri 2 Depok
7. Dekan Fak. Bahasa dan Seni - UNY
8. Yang Bersangkutan

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
 Pembina, IV/a
 NIP 19630112 198903 2 003



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

SMP NEGERI 2 DEPOK

Alamat : Jalan Dahlia Perumnas Condongcatur, Depok, Sleman 55283 Telp.(0274) 882171
Website : <http://www.smp2depok.sch.id> E-mail : info@smp2depok.sch.id



SURAT KETERANGAN PENELITIAN

Nomor : 423 / 2470 / 2012

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman menerangkan bahwa :

| | |
|-----------------------------|---|
| N a m a | : DESTIYANI SRI WIJAYA |
| Nomor Induk Mahasiswa | : 08202244015 |
| Program Studi | : S1 |
| Instansi / Perguruan Tinggi | : Universitas Negeri Yogyakarta |
| Alamat Instansi | : Karangmalang, Yogyakarta |
| Alamat Rumah | : Jl Affandi Gg. Mawar No. 4 Caturtunggal, Depok, Sleman Yogyakarta |
| No. Telp / HP | : 085729184184 |

Telah melaksanakan penelitian untuk menyelesaikan Skripsi dengan judul :
"DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING READING TO THE FIRST SEMESTER OF GRADE VIII STUDENTS AT SMP NEGERI 2 DEPOK".

Yang dilaksanakan dari tanggal 18 September 2012 sampai dengan 18 Desember 2012.
Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Depok, 9 Oktober 2012
A.n Kepala Sekolah

SUHARNO, S.Pd
NIP. 19560805 198003 1 017

